

FOCUS

THE FIRST-YEAR EXPERIENCE

Providing a foundation for college success

OWNED AND
RAW'S GROWING
MARKET

COLLINS PROFESSORSHIP
ESTABLISHED

PAGE 9

FIRST-YEAR SEMINARS
EXPLAINED

PAGES 16-19

SAYRE

A World of Art

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INTERACTIVE APPROACH

BIOLOGY

FOURTH EDITION

MARYVILLE COLLEGE

MARYVILLE COLLEGE
STUDENT
HANDBOOK

Providing a foundation for college success

The Basic Practice of Statistics

SAYRE



A World of Art

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SAVES
SAVES

EXPLORE
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INTERACTIVE APPROACH

BIOLOGY

SIXTH EDITION

OLLINS PROFESSORSHIP
ESTABLISHED

PAGE 9

FIRST-YEAR SEMINARS EXPLAINED

PAGES 16-18

MARYVILLE
COLLEGE
STUDENT
HANDBOOK

Maryville College | *Center for Campus Ministry*

P R E S E N T S

FEBRUARY MEETINGS

WITH

Dr. Anna Carter Florence

Assistant Professor of Preaching and Worship at Columbia Theological Seminary

"Can I Get a Witness: Testimony and Truth Telling"



ABOUT THE SPEAKER:

DR. ANNA CARTER FLORENCE is the assistant professor of preaching and worship at Columbia Theological Seminary in Decatur, Ga. An ordained minister in the Presbyterian Church (USA), she is interested in historical,

theological, aesthetic and performative dimensions of preaching and the ways preaching engages other fields and different traditions.

Carter Florence has authored and contributed to numerous publications on preaching, including a forthcoming book entitled *Preaching as Testimony*. She is a frequent speaker and guest lecturer at conferences and forums and in television and radio broadcasts. In 2000, Carter Florence earned her Ph.D from Princeton Theological Seminary. She holds a master's degree in divinity from Princeton and a bachelor's degree from Yale.

FOR MORE INFORMATION CONTACT
ANNE MCKEE AT 865.981.8298 OR
VISIT MARYVILLECOLLEGE.EDU

THURSDAY February 23

7 PM MARYVILLE COLLEGE | FAYERWEATHER HALL | LAWSON AUDITORIUM

FRIDAY February 24

11 AM MARYVILLE COLLEGE | FINE ARTS CENTER MUSIC HALL

7 PM NEW PROVIDENCE PRESBYTERIAN CHURCH | MARYVILLE

SATURDAY February 25

9 AM NEW PROVIDENCE PRESBYTERIAN CHURCH | MARYVILLE

10:30 AM NEW PROVIDENCE PRESBYTERIAN CHURCH | MARYVILLE

SUNDAY February 26

9 & 11:05 AM Morning Worship Services

NEW PROVIDENCE PRESBYTERIAN CHURCH | MARYVILLE

SINCE 1877, February Meetings have offered the College and local community an annual opportunity to reflect on Christian faith and action.

FROM OUR PHOTO FILES



We found this image among several old slides used by the College's Admissions Office for recruiting efforts. The only notation on it reads "Colorado."

ALUMNI, WE'D LIKE TO ASK YOU:

Who are these students? What were they doing out West? What year was this image shot? Can you safely lean against a cactus?

If you know the answers to any of the above questions, write to us at:

alumni@maryvillecollege.edu or
FOCUS, Maryville College
502 E. Lamar Alexander Parkway
Maryville, TN 37804

From Our Readers:

The picture of a curious marble bust in our Summer 2005 *FOCUS* didn't generate many responses from readers, but it did bring to light some interesting College history.

Karen Kenst, a neighbor of the College, reports that the bust belongs to her longtime friend, **Kathryn (Kay) Martin**, a former MC assistant professor of Spanish and French.

Martin, who taught at the College from 1950 until her retirement in 1986, purchased the bust from her friend and fellow faculty member, the late **Richard Freidenbergs**. Freidenbergs taught as assistant professor of French, German and Russian from 1961 to 1968 after immigrating to the United States from Latvia via France. Martin believes Freidenbergs bought the marble bust in New York, once he arrived in the States.

We asked who is depicted by the piece, and Martin is confident that the figure and visage is that of Madame Récamier, a woman who posed frequently for artists during the late 1700s and early 1800s. The sculptor of the piece, however, remains a mystery. Regardless of its artist or its value, Martin says

the piece "reminds me of Maryville and my dear friend, Richard. And that," she continued, "makes this piece of art quite priceless."

Martin remains a resident of Maryville, living close to the College and receiving frequent visits from Kenst and other MC friends.



FOCUSCONTENTS

MARYVILLE COLLEGE
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TWO TIMES A YEAR

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4 College teams dominate Great South Athletic tournaments

Of MC's five fall teams that compete in the Great South Athletic Conference, four were named conference champions while another took second-place honors. And MC soccer teams saw post-season competition in national tournaments.



5 College's Initiative on Vocation receives second grant

Lilly Endowment Inc. recently awarded the College a \$500,000 grant, which will help fund the College's Initiative on Vocation through 2009.

9 College welcomes new faculty

This fall, three individuals joined the MC faculty in tenure-track positions. Read all about their educational and professional backgrounds, teaching areas and interests.

IDENTITY

Maryville College is an undergraduate, liberal arts, residential community of faith and learning rooted in the Presbyterian/Reformed tradition serving students of all ages and backgrounds.

MISSION

Maryville College prepares students for lives of citizenship and leadership as we challenge each one to search for truth, grow in wisdom, work for justice and dedicate a life of creativity and service to the peoples of the world.



11 Maryville's First-Year Experience

Dr. Peggy Cowan, chair of the Maryville Curriculum, associate professor of religion and holder of the Ralph W. Beeson Chair in Religion, explains why a student's first year is crucial in determining success in college and beyond.



ABOUT THE COVER:

First-year students spend hours engrossed in books, but not all required

reading comes from traditional textbooks (see Student Handbook and Founding Story). Students in the first year also may have to, for the first time, keep up with keys and ID cards, as well as learn how to balance their studies with relaxation (iPod) and a social life (cell phone). If you're curious about the prices of the books shown, visit maryvillecollege.edu.

- 2 Message from the President
- 3 Campus News
- 9 Faculty News
- 22 Class Notes



Greetings from the Maryville College campus!

"Whatever the changes in this generation of college students, the Maryville College faculty remains committed to the very real students who enroll here. Today's students can count on faculty who seek to meet them where they are and see them through to educational success. That's still the Maryville way."

Quoting from my own writing isn't a habit of mine, but I think this quote from the Spring 2005 issue of *FOCUS*, with its theme of "Today's College Students," is equally appropriate for this issue on the First-Year Experience at Maryville College.

In seeking to meet our freshmen "where they are," our faculty and staff are currently deeply committed to "FYE" activities and programs. FYE is the acronym for "First-Year Experience," and until just recently you wouldn't find it in any of Maryville's publications or hear it in conversations on campus. Now it's ubiquitous. In this issue of *FOCUS*, Dr. Peggy Cowan,

who provides leadership for Maryville's FYE, gives our readers greater insight into our approach to meeting these first-year students where they are.

Author James Gleick in his 1987 book *Chaos* coined the term "Butterfly Effect" to emphasize the fact that nature often shows a "sensitive dependence on initial conditions." "[A] butterfly," he says, "stirring the air today in Peking can transform storm systems next month in New York." Small differences in how something begins can make vast differences in how things wind up. There is ample evidence that first-year college students likewise show a sensitive dependence on initial conditions, and the FYE efforts are made in recognition of that reality. Many of us, looking back on our own college experiences, can very likely point to small events from early on that made all the difference to our ultimate college success – an encouraging word from a faculty member, a sharp admonition from a coach, an epiphany during a lecture, involvement with a student publication staff, discovery of an effective study habit, signing up for choir.

If we reflect honestly on our own time in college, it is also undeniable that the experience of our first year was not summed up by what happened in the classroom. Curriculum is central, but very significant also are any number of experiences *beyond* the classroom. Volunteer work, playing on an athletic team, singing in the choir, serving as a student government officer, living in a residence hall – these, too, help to define the *total learning experience* that transforms the student who enters college into the educated graduate who claims a diploma bearing the Maryville seal.

Our faculty members know that they can't assure a perfect life for every freshman, nor do they aspire to do so. Serendipity will always play its role in student lives. But the Maryville faculty also knows that there are ways in which we can legitimately and profitably shape the experiences of that first crucial year to maximize the success of our entering students. That's a task worthy of their attention. **MC**

Gerald W. Gibson

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Ibby Shelley Davis '68
Carrie Osikowicz Eaton '67
Jeff Flickinger '87
Heidi Hoffecker '89
Erin Palmer '99
Pat D'Alba Sabatelle '73
John Trotter '95

CLASS OF 2008

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Jeff Denton '87
Clara Gowans Hardin '57
Carl Lindsay, Jr. '50
Kathy Mayurnik Nenninger '73
Adam Ray '97
Aundra Ware Spencer '89
Harold Turner '03

campus news



MARYVILLE COLLEGE'S CLASS OF 2009.

LARGEST-EVER

ENROLLMENT RECORDED THIS FALL

WITH 1,146 STUDENTS enrolled for fall 2005, Maryville College has, for the third consecutive year, broken previously set enrollment records. College administrators were expecting another banner recruiting year, but the actual number of students enrolled surpassed their earlier predictions, said Mark Cate, vice president for advancement and admissions.

"We thought we might break the 1,100 mark for the first time this year, but we were pleasantly surprised to hear the record number after all heads were counted," Cate said. "This is a credit to our outstanding admissions and financial aid team as well as our coaches and faculty and staff members who all see themselves as recruiters and mentors of students."

"These are unprecedented times at Maryville College," he added. "The College is certainly on a roll, and I believe that the momentum and a contagious MC spirit is becoming more and more attractive to prospective students."

First-year students in the Class of 2009 number 333 – the largest

incoming class of students since GIs returned from World War II in 1946. Adding transfer students, and readmitted students, the total number of new students on campus in fall 2005 totals 429.

The newest class to hit the campus is more diverse than previous classes, according to Ned Willard, assistant vice president for admissions. Ethnic minorities represent 12 percent of the class, compared to seven and six percent for the classes of 2008 and 2007, respectively. Sixty-nine percent of the class is from Tennessee. Members of last year's entering class were predominantly Tennessean, with 78 percent claiming in-state residency.

Six more states and two more countries are represented in the Class of 2009, compared with last year's first-year class.

Like previous classes, Willard said the new students carried impressive academic credentials, including an ACT average of 24.2 and an average high school GPA of 3.55. Fifty-seven percent of current first-year students ranked in the top 25 percent of their high school graduating classes.

FOR THE 11TH TIME IN 12 YEARS, the College was ranked by *U.S. News & World Report* in its annual guidebook "America's Best Colleges."

Maryville was ranked in two categories for the publication's 2006 guidebook. Moving up a spot from the 2005 rankings, the College was ranked

No. 3 in the "Best Comprehensive Colleges-Bachelor's" category for southern colleges and universities. MC was recognized as one of the best values among peer institutions in the region. In a section *U.S. News & World Report* headlined "Great Schools, Great Prices," Maryville was ranked No. 2 among southern comprehensive baccalaureate colleges.

College and university rankings for 2006 can be seen at usnews.com.



Security patrol now environmentally friendly

In August, the College's Safety and Security Office replaced its three-quarter-ton pick-up with an environmentally friendly 2006 Ford Escape hybrid vehicle that gets roughly 35 miles per gallon during safety and security patrols of campus.

The College, citing environmental concerns, record oil prices and fiscal responsibility, entered into a lease agreement with Enterprise Fleet Services as a part of the company's fleet management program. The agreement is expected to save the College money on fuel purchases and also show students how the College lives out its environmental ethic. "It sets an example that the College supports the green effort," said Jack Piepenbring, director of safety and security. "We already buy energy from windmills in the [TVA] Green Power Switch [Program], so this is another step of progress in the same direction."

The Escape hybrid, which has a conventional engine as well as a large battery and electric motor, runs on regular unleaded gasoline, electric battery or both gas and battery working together.

The lease of the hybrid vehicle is consistent with the campus' goal to be "a model of environmental stewardship," as stated in the MC Window of Opportunity strategic plan, said Dr. Bill Seymour, vice president for administrative services.



PIEPENBRING & ESCAPE HYBRID



OF THE FIVE fall teams that compete in the Great South Athletic Conference (GSAC), four were named conference champions while another took second-place honors.

"It's been a great season to wear the orange and garnet," said **Randy Lambert '76**, athletic director. "I'm very proud of our student-athletes, our coaches and our trainers. They practice and work extremely hard year-round to bring the College this kind of recognition." The men's soccer team recorded a 12-4-1 regular-season record and went on to clinch the championship in a 1-0 victory against Piedmont College. And for the first time in nearly a decade, Coach Pepe Fernandez and his players went on to the NCAA Division III playoffs, making it to the Sweet 16 round. The Scots were defeated by Messiah College (which eventually clinched the national championship) but posted one of the most successful men's soccer seasons in the MC's history, 15-5-2.

Making it to the first-round of the NCAA tournament match-up, the women's soccer team ended its season with a 15-4-1 record, defeating Piedmont 5-0 in the GSAC championship game.

Kandis Schram '85, in her 20th season at the helm of the Lady Scots Volleyball Team, coached her players to a 25-13 regular-season record. The Maryville squad defeated Piedmont 3-1 by the scores of 22-30, 30-21, 30-26, 30-26 in the GSAC championship game.

Wayne Dunn '80 coached the men's cross country team to a first-place finish in the GSAC championship. Maryville won the men's team event with a 27-point total, holding off second-place LaGrange College. With its 55-point total, the women's cross country team edged out Spelman for second place in the championship run.

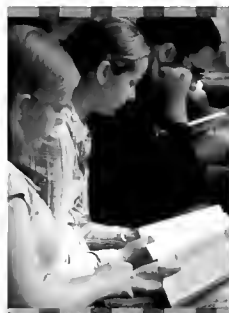
COLBY TOWNSEND '07

was named a preseason first-team All-American by D3football.com back in July. The 6-foot-4, 245-pound defensive end for the Fighting Scots was the first football player to be so honored in recent memory.



The honor recognized Townsend's stellar sophomore season, when he recorded 61 tackles, eight sacks, 11 tackles for loss and one interception that he carried 56 yards for a Maryville touchdown.

Townsend, a 2003 graduate of Gulf Coast High School in Naples, Fla., is majoring in business and organization management.



COLLEGE OBSERVES CONSTITUTION DAY

MC celebrated United States Constitution Day Sept. 17 with several campus members reading the document in its entirety. The celebration is likely to become an annual event at colleges and universities across the country. In May, Congress passed legislation declaring that "each educational institution that receives federal funds for a fiscal year shall hold an educational program on the United States Constitution on Sept. 17..." Vice President and Dean of Students Vandy Kemp (right) reads an article, while students (left) follow along.



THE CENTER FOR Campus Ministry has created a new program starting this semester, but its activities don't take place in the busy little chapel that sits in the center of campus. Rather, it's found in the residence halls. Aside from residence life staff members and the like, each hall now has its own student chaplain.

The Rev. Anne D. McKee, campus minister at the College and advisor to the student chaplains, jump-started the idea because she knows there are many undergraduates on campus with active spiritual and religious lives. "This is a good way to help people who are hearing a possible call into the ministry, either as an ordained or lay leader," she said, "while also providing a helpful service on campus."

Many parts of the program were patterned after those from Berea College in Kentucky. Berea's mission statement for its program says that "student chaplains help facilitate the process of turning residence halls into environments where students can learn and grow spiritually, socially and intellectually, and they work alongside other staff mem-

STUDENT CHAPLAINS NOW SERVING IN CAMPUS RESIDENCE HALLS

BY HOLLEY ROBERTS '07

bers to help create healthy learning and living halls."

"It is important for this campus to have students like this who aren't necessarily authority figures but who can be helpful and comforting," added **Karly Wilkinson '04**, the CCM intern who, along with Director of Volunteer Services **Preston Fields '03**, is responsible for logistics of the program.

Chaplains are expected to acquaint themselves with hall residents and be a sort of mentor who remembers birthdays, congratulates accomplishments and, if necessary, serves as a peaceful middleman between campus staff and students. They also plan Bible study sessions, community service options and other programs to get students involved.

Noah Penland '08, the chaplain in Lloyd Hall, said he especially hopes the program will help transfers, freshmen and others who are searching for a sense of belonging on campus. He sees the program as a sort of counseling and outreach network for "people who are lost in some way or merely seeking guidance."

— Excerpted from *The Highland Echo*

MARYVILLE COLLEGE IS pleased to announce the additions of five members to its board of directors: Christine "Teenie" Hayworth, Wayne Kramer '74, Sharon Miller, Richard E. "Dick" Ragsdale and Jeffrey Willis.



CHOIR TOUR HEADING SOUTH IN 2006

After a snowy Spring Break in the Northeast last year, the Maryville College Concert Choir is heading south for the 2006 Choir Tour – to Georgia and Florida. The tour is still being finalized, but there were a few "knowns" at press time. The group will perform at First Presbyterian Church in Jasper, Ga., on March 16; at Westminster Presbyterian in Gainesville, Fla., on March 17; and Wekiva Presbyterian in Longwood, Fla., on March 19; and at Central Presbyterian in Atlanta, Ga., on March 22.

The Homecoming concert, held after the choir's return, is scheduled for March 31 in the Music Hall of the Fine Arts Center. Be sure to watch the MC website for updates!



After service on the board from 1996 until 2002, Hayworth returns for another term. The University of Tennessee alumna is owner of Penrose Farm in Knoxville and serves on the boards of Ijams Nature Park, the United States Combined Training Association and the Chanticleer Foundation.

Hayworth has seven children. Daughter **Deborah Hayworth '81** is a graduate of the College.

Kramer, managing partner of Kramer, Rayson, Leake, Rodgers & Morgan, LLP, in Knoxville, earned his law degree from Seattle University in 1978. He concentrates his practice in areas of taxation, commercial and business and property transactions, corporate law and estate planning and administration.



He and wife **Sarah Hardrath Kramer '74** have two sons. Sarah is an adjunct professor in the College's Division of Fine Arts. Wayne's parents were the late **Frank Kramer '47** and **Ruth Lloyd Kramer '47**; his grandfather was the College's sixth president, **Dr. Ralph W. Lloyd '15**.



Miller, another UT alumna, is president and CEO of the Trust Company of Knoxville, a locally owned, state-chartered bank.

Her community involvement is extensive including service on the boards of the UT Foundation, St. Mary's Foundation, the

Knoxville Utilities Board, the Knoxville Symphony, the Nature Conservancy and the Great Smoky Mountains Institute at Tremont.



Ragsdale is no stranger to the College or its board, after serving as chairman from 1992 until 2004. In 1999, he was presented the College's Medallion. The Nashville-based businessman, who holds degrees from Ohio University and the Thunderbird Graduate School of International Management, has spent the majority of his career in hospital administration. Currently, he is chairman of the board of Nashville General Hospital.

Ragsdale and wife Anne have three children. Son **Kevin Ragsdale '93** is an MC graduate.

Willis is president and CEO of Michigan-based Willis Manufacturing. He graduated from Southern University in Louisiana with a degree in accounting and business administration.

He and wife Kimberly have four children and live in Chatsworth, Ga. Willis is a member of the boards of Baylor Preparatory School and the Bright School in Chattanooga and is a past board member of Chattanooga's Girls Preparatory School.

COLLEGE'S INITIATIVE ON VOCATION RECEIVES SECOND GRANT

RECEIVING ANOTHER MAJOR gift from Lilly Endowment Inc., Maryville College will be able to extend programming for its Initiative on Vocation, initially launched in 2002.

In September, the College received word that it had been approved for a \$499,823 renewal grant, which will cover up to one-third of the cost of the overall program through 2009. "The Initiative on Vocation has greatly enhanced the educational experience of our students, as well as enriched the professional development opportunities for our faculty and staff," said Dr. Robert Naylor, vice president and dean of the College. "We are delighted with the confidence in the Initiative expressed by the Endowment through this additional grant."

"A key goal of a Maryville College education is to graduate students who will make a difference in the world," the dean continued. "The Initiative on Vocation is, without question, helping us fulfill that mission."

Three years ago, Maryville College was among 29 church-related liberal arts colleges and universities selected to receive funding through Lilly Endowment Inc.'s Programs for the Theological Exploration of Vocation (PTEV) initiative.

With a nearly \$2 million grant from the Endowment, Maryville College was able to establish its Initiative on Vocation. The initial grant proposal, authored by Dr. Bill Meyer, Maryville College associate professor of religion and philosophy, outlined two primary goals for the three-year initiative:

"First, it seeks to give young people a sustained opportunity to explore the underlying theological and philosophical roots of vocation, to connect those roots to their own religious faith or existential convictions, and to begin to discern their own specific calling in the world."

"Second, it seeks to identify talented young people and provide them with opportunities to explore a possible calling in the ministry, either as an ordained or lay leader."

Among the many programs and opportunities made possible by the \$2 million grant have been the Center for Calling & Career, advisor/mentor retreats, vocation dinners, summer internships, community service and professional meetings, workshops for faculty and parents, faculty explorations of vocation, the Isaac Anderson Fellowships for Church Leaderships, visits to seminary and divinity schools and workshops for pastors.





ABOVE: FRIENDS FROM THE CLASS OF 1965 CHAT IN THE BOOKSTORE ALUMNI EDUCATORS GIVE ADVICE DURING FRIDAY'S FORUM **DAVID CAMPBELL '49** AND SISTER-IN-LAW **JANICE EAKIN CAMPBELL '54** WORK THE CRAFTS FAIR



ABOVE: THE PARADE GETS A "THUMBS UP" FROM A REUNION CLASS **HOLLY GRIGSBY '00** AND **LODGE MCCAMMON '99** PROVIDE ENTERTAINMENT AT THE YOUNG ALUMNI BARBEQUE. PRESIDENT **GIBSON** AND WIFE **RACHEL** GET A RIDE FROM **ROB KENNEDY '71** AND SON **GEOFFREY '07**.

HOMECOMING 2005:

SHERIDAN H. "DAN" GREASER '60, vice-chair of Maryville College's Board of Directors, was named the 2005 recipient of the Maryville College Medallion during the College's annual Founder's Day Celebration held Oct. 27.

Since 1990, Maryville College has awarded the Medallion, the highest honor bestowed by the College, in recognition of individuals who have dedicated their efforts to advancing the College's reputation as a distinctive educational and cultural institution.

Board Chairman **Dr. Dorsey D. "Dan" Ellis** presented Greaser, a former classmate, with the award.

of the College, the Greasers are members of the President's Circle, the Isaac Anderson Society and the Society of 1819.

Among the alumnus' many contributions to the College is the annual Kin Takahashi Week, a five-day summer event for alumni, parents and friends that involves physical labor projects.

Ellis told the crowd that Dr.



DAN GREASER '60, LEFT, WAS PRESENTED THE COLLEGE'S MEDALLION BY BOARD CHAIRMAN AND FORMER CLASSMATE, **DAN ELLIS '60**, DURING THE FOUNDER'S DAY BANQUET.

DAN GREASER '60 RECEIVES COLLEGE'S HIGHEST HONOR

Greaser, who built an impressive professional career with Union Carbide, Ralston Energy Systems and Eveready Battery Company, joined the College's board of directors in 1989. He actively participated in meetings, advised faculty members teaching international business, suggested ways to recruit international students and tie them to the College after graduation and provided some of Maryville's top students with summer internships with Ralston Energy Systems in Switzerland and France.

Retiring in 1998 and moving to Knoxville, Greaser now serves on the College's Executive Committee and Building and Grounds Committee, chairs the Advancement Committee and is the Board's Vice Chair. Generous financial supporters

Gerald W. Gibson, president of the College, often refers to Greaser as "Kin Takahashi reincarnate." But in the alumnus, Gibson sees other figures from the College's history, the chairman shared. "President Gibson said it best: 'If all of Maryville's alumni from all eras of its history were electing one of their number to best represent the qualities that are truly Maryvillian, they couldn't find a better candidate than Dan Greaser. He combines the vision of Isaac Anderson with the can-do spirit of Kin Takahashi, the discipline of Samuel Tyndale Wilson, and the altruism of Clemmie Henry.'"



ABOVE: THE FIGHTING SCOTS MAKE THEIR ENTRANCE WILLARD HOUSE DECKED OUT FOR HOMECOMING ACTIVITIES ANN BEATY DAMRON '91 TALKS SCRAPBOOKING WITH A CUSTOMER MARY GUNDLACH GAMBLE '77 DISCUSSES HER PHARMACEUTICAL RESEARCH DURING THE SCIENCE SYMPOSIUM



ABOVE: DREW MORGAN '06 AND TIFFANYE TERRELL '06 ARE HOMECOMING ROYALTY ALAN ROCK '49 AND BOYDSON BAIRD '41 CONGRATULATE KANDY SCHRAM '85 HARVEY EUGENE LEHMAN '41 SPEAKS WITH DEAN NAYLOR IN THE LIBRARY RYAN STEWART '99 LUNCHES WITH CLASSMATES RANDY STANLEY '99 & ALISHA WALDROOP STANLEY '99.

HOME TO HOWEE

THREE RECEIVE ALUMNI AWARDS

FOLLOWED BY SOME gasps from the audience and a loud applause of gratitude, the Class of 1955 presented President Gerald W. Gibson with a check for \$201,961 to establish the Class of 1955 Endowed Scholarship.

The check represented gifts and pledges raised during the College's annual Reunion Giving Program. **Carolyn Lime Albert '55** and **Ron "Dock" Jennings '55** made the presentation.

"We initially set a goal of \$150,000 and bypassed that amount relatively easily. We then

asked our classmates to reach for \$200,000," Jennings said. "We hope this will serve as a challenge to other classes that follow to stretch their giving in support of their 50th reunion."

Jennings, who promised to match his class' first \$100,000 with a gift of \$50,000, told the banquet audience that the class also set out to recruit members for the Society of 1819, the College's planned giving program.

"Presently, 10 members from the Class of 1955 have made plans to include the College in their wills or make other planned giving

MARYVILLE COLLEGE honored three alumni during the National Alumni Association's annual meeting and banquet held Oct. 29 in the Margaret Ware Dining Room on campus.



Adriel McCord '00, assistant vice president with SunTrust Private Banking Group, was named recipient of the

Kin Takahashi Award for Young Alumni during the banquet. Receiving the College's Alumni Citation were **Martha Hess '67**, MC registrar; and **Robert Shelton '55**, president emeritus of Austin Presbyterian Theological Seminary.



CLASS OF 1955 PRESENTS REUNION GIFT TO COLLEGE



(LEFT) **RON JENNINGS '55**, RIGHT, SHAKES HANDS WITH PRESIDENT GIBSON FOLLOWING A CHECK PRESENTATION AT THE ALUMNI BANQUET (BELOW) THE 50-YEAR REUNION CLASS POSES ON THE STEPS OF PEARSONS HALL



arrangements. The total gifts expected from these planned gifts is approximately \$255,000," Jennings explained. "So, combining our current gifts and pledges with our planned gift expectancies, we are pleased to announce that the total impact of our gifts to the College is approximately \$455,000."

In addition to Albert and Jennings, members of the gift committee included Class President **Bill Davis**, **Abby Crosby McKean**, **Henny Laing Chambers**, **Patricia Claire Jones**, **Sarah Pledger Fechter**, **Bill Breen** and **Joe Gilliland**, co-chair.



Want to know more about Homecoming 2005? Be sure to visit maryvillecollege.edu, where you can see more photos and read the releases and speeches from the weekend.

ABOVE **DIANE HUMPHREYS-BARLOW '70** SPEAKS DURING THE DEDICATION CEREMONY THEN HELPS PRESIDENT GIBSON UNVEIL A PLAQUE RECOGNIZING THOSE WHO HAVE SUPPORTED CAMPUS BEAUTIFICATION WALL OF FAME INDUCTEES SHOW OFF THEIR PLAQUES. BELOW: ALMOST 100 PEOPLE TURNED OUT FOR THE GOLF TOURNAMENT, NAMED THIS YEAR FOR LEGENDARY COACH **BOYDSON BAIRD '41**. (HE AND WIFE NANCY ARE PICTURED FRONT ROW, CENTER.)



HOMECOMING 2005: HOME TO HOWEE

CAMPUS BEAUTIFICATION EFFORTS DEDICATED

UNVEILING A PLAQUE IN Humphreys Court, Maryville College President

Gerald Gibson and board member **Diane Humphreys-Barlow '70** recognized the efforts – and the people behind those efforts – to make the MC campus even more picturesque.

“Today we recognize those individuals who have provided leadership to our ongoing campus beautification maintenance and improvements,” Gibson said during the dedication of the Campus Beautification Program held Oct. 29 as a part of Homecoming festivities. “These are leadership gifts, perhaps to honor or memorialize someone, and will go toward continuing to enhance the aesthetic appeal of our campus.”

The Campus Beautification Program began in earnest during the summer of 2002, when all utilities were buried underground, parking lots were reformatted, entrances were widened and beautified, new campus signage was installed and campus roads were repaved. Humphreys Court, first dedicated in 1993 to the memory of Edward and Bernice Humphreys, was also expanded and enhanced in 2002, thanks to generous gifts from the board member and her brother, James Humphreys. The plaque, which is displayed on one of the columns in the courtyard, contains blank spaces. As people come forward to support ongoing beautification projects, their names will be added to the plaque.

“This cedar-crowned hill has excited the imagination and enhanced the educational experience of Maryville College students for nearly 140 years,” said Jason McNeal, vice president for development. “We thank each of you for supporting our efforts to keep Maryville College pleasing not only to the intellect, heart and spirit, but also pleasing to the eye.” For more information on campus beautification initiatives, contact the Office of Development at 865.981.8200.

FIVE INDUCTED INTO WALL OF FAME

THEIR TALENTS ON the playing fields and courts were rewarded with athletic letters,

awards and championships. During a luncheon ceremony on Oct. 28 in the Proffitt Dining Room, five former student-athletes received one more accolade: Induction into the College’s Wall of Fame.

Football legend **Bill Cochran '64**, soccer standout **Julie Dingels '93**, basketball great **Deangelo McDaniel '84** and two-sport athlete **Danny Thomas '79** were recognized for their contributions to the College’s athletic programs. Gridiron star **Paul Anagnostis '85** was inducted posthumously. His wife Elisha and son Kyle accepted the award on his behalf.

ALMOST 100 PEOPLE got out their clubs for the Coach Boydson Baird Golf Classic held at Lambert Acres Golf Course on Oct. 28. This year, the event was named for the 1941 alumnus



BOYDSON BAIRD GOLF CLASSIC DRAWS CROWD

and legendary coach, who organized the golf tournament and lunch – a Homecoming tradition – for decades. He and wife Nancy attended the event.

Several of Baird’s former players were in attendance. “Coach” was presented with a framed photo of all tournament participants (shown left), signed by the golfers.

New Faces

**DR. LEE DAVIS | INSTRUCTOR OF ENGLISH**

TEACHING AREAS: First-year composition. **DEGREES:** Ph.D. in Education, University of Oregon (1991); M.A. in Education, University of California, Santa Cruz (1987); B.A. in Curriculum Development, UC, Santa Cruz (1979). **PREVIOUS APPOINTMENTS:** Adjunct instructor of English, Maryville College; Supervisor of Student Teaching and Research Assistant, UO; Supervisor of Student Teaching, UC, Santa Cruz. **OTHER NOTABLES:** Since 1991, Davis has owned Davis Brothers Property Management, Inc. in Eugene, Ore., and has worked with non-profit organizations dedicated to helping families find and keep suitable housing. He is the son of former faculty member Connie Davis and former board member Carle Davis.

**DR. ANGELIA GIBSON | ASSISTANT PROFESSOR OF CHEMISTRY**

TEACHING AREAS: Chemistry, general education science courses. **DEGREES:** Ph.D. in Biochemistry, University of Tennessee (1998); B.S. in Biology, UT (1993). **PREVIOUS APPOINTMENTS:** Managing Editor of Publications/Medical Writer, the Physicians' Education Resource and Cancer Information Group; Adjunct Professor of Chemistry, Maryville College; Post-Doctoral Research Associate at the Howard Hughes Medical Institute, Department of Pharmacology, University of Texas Southwestern Medical Center. **OTHER NOTABLES:** As an adjunct professor at the College, Gibson developed and taught *SCI350: Cancer Science and Technology*, a general education course that was closely tied to her research interests in oncology and developing technologies.

**MS. ADRIENNE SCHWARTZ | ASSISTANT PROFESSOR OF ART**

TEACHING AREAS: Graphic design. **DEGREES:** M.F.A. in Multimedia Design with Educational Psychology Emphasis, University of Minnesota (2005); B.A. in Communication and Graphic Design, Buena Vista University (2000). **PREVIOUS APPOINTMENT:** Graduate Instructor, Instructor of Record, U of M. **OTHER NOTABLES:** Schwarte's professional experience includes work as a graphic designer and website designer. Her master's thesis explored the effectiveness of pop-up windows versus banner advertisements on the Internet.

Overstreet selected first recipient of Collins Professorship in the Humanities

DURING A LUNCHEON and inaugural installation ceremony held Oct. 27 in the Proffitt Dining Room, Dr. Sam Overstreet was named the first professor of Maryville College to hold the Dr. Ralph S. Collins Professorship in the Humanities.



President Gerald Gibson presents Dr. Sam Overstreet with a plaque signifying his selection as the first holder of the Ralph S. Collins Professorship in the Humanities.

Overstreet, a professor of English, earned his doctoral degree in medieval studies from Cornell University and his bachelor's degree from Yale. A member of Phi Beta Kappa and an active medieval textual scholar, his teaching interests lie in Chaucer, early Western literature and history of the English language. He joined the MC faculty in 1990.

"His 15 years on the faculty chronicle a great many notables," said Dr. Robert

Naylor, vice president and dean, during the installation ceremony. "His peers have elected him to nearly every major committee of the faculty; he has served as chair of the faculty; the junior and senior classes have honored him for outstanding teaching; and he is a scholar of some renown."

PROFESSORSHIP RECOGNIZES 'EXEMPLARY ACCOMPLISHMENT'

Established by Collins' daughter and son-in-law, Erica Collins Steffe and William P. Steffe, the professorship memorializes Dr. Collins, who taught foreign languages at the College from 1935 until 1945 and again from 1967 until 1981. Bridging his teaching years at the College were 22 years as a foreign-service officer in Germany, the former Soviet Union, Spain, Italy and Uruguay. Prior to his return to the College in 1967, he was a member of the faculty of the State Department's Foreign Service Institute in Washington, D.C.

The professorship recognizes exemplary accomplishment as a teacher, scholar and faculty member. The endowment funds a portion of the salary and also provides a generous annual stipend to cover expenses for research, travel and scholarly materials.

"[The professorship] will support both teaching and scholarship in the broad range of disciplines usually referred to as



(Left) Dr. Ralph S. Collins taught foreign languages at the College from 1935 until 1945 and again from 1967 until 1981. (Below) Collins' daughter, Erica, participated in the inaugural installation ceremony along with President Gibson, Dr. Sam Overstreet and Dr. Robert Naylor.



"the Humanities," Naylor said. "But its establishment not only contributes to continued academic excellence at the College, it also honors a man of great erudition and refinement, Professor Ralph S. Collins."



To read Mrs. Steffe's remarks about her father that accompanied a PowerPoint presentation about his life, visit maryvillecollege.edu.

College receives grant for French film festival



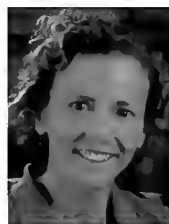
THE FRENCH AMERICAN Cultural Exchange (FACE) program awarded Maryville College \$1,800 to fund a new "Tournées Festival" film series on its campus for the fall 2005 semester.

Screening movies such as *"Les Choristes"* ("The Chorus"), *"10ème Chambre-Instants D'Audience"* ("The 10th District Court: Moments of Trial"), *"L'Esquive"* ("Games of Love and Chance") *"Inch'Allah Dimanche"* and *"Yves Saint Laurent: Le Temps Retrouvé"* ("Yves Saint Laurent: His Life and Times"), the film series addressed topics related to the relevance of French culture, language and societal differences, said Associate Professor of French Dr. Elisabeth Lanois, who applied for the grant.

In promoting the screenings, Lanois said, "The film festival will involve audiences beyond MC and will be an effective promotional event for the study of French. Immersion in the language and culture is entertaining."

Lanois also added that the support of *Tournées* (a program of FACE) is provided for a maximum of five consecutive years, and all of the films were selected from a list of films offered from *Tournées*. The films were all in French but included English subtitles.

The festival is made possible with the support of the Cultural Services of the French Embassy and the French Ministry of Culture (CNC). Sponsors include the Florence Gould Foundation, the Grand Marnier Foundation and the Franco-American Cultural Fund.



LANOIS



Wells receives fellowship for research

DR. BARBARA WELLS, associate professor of sociology at Maryville College, was awarded the John B. Stephenson Fellowship from the Appalachian College Association for the 2005-2006 academic year.

With funding from the fellowship, Wells is spending the fall semester on sabbatical in Imperial County, Calif., conducting a qualitative study of the economic strategies of Latino families. Specifically, she is analyzing how a native-born population of Mexican-American families manages to support itself in a low-wage, high-poverty rural context.

CELL instructor receives Fulbright Scholarship

DARCY MEIJER, senior instructor in the College's Center for English Language Learning (CELL), is currently living and teaching in Vietnam, thanks to a Fulbright Scholarship.

Until her return in August 2006, Meijer will lecture and demonstrate communicative teaching techniques for English teachers at Ho Chi Minh City Open University. She will provide teacher training workshops at other universities in Vietnam as well, at locations including Hanoi, Hue, the Mekong Delta and Dalat.

Meijer is one of approximately 850 U.S. faculty and professionals who will travel abroad to some 150 countries for the 2005-2006 academic year through the Fulbright Scholar Program. Established in 1946, the program has become America's flagship international educational exchange activity. Its purpose is to build mutual understanding between the people of the United States and other countries.

Dr. Terry Simpson, chair of the College's Division of Education, was awarded the Fulbright and spent the fall 2000 semester in Estonia. In 2002, he spent two weeks in Riyadh, Saudi Arabia, as a part of the Fulbright Senior Specialist grant program.

In Bookshelf, we catch up with members of the MC community to find out what pages they're turning.

BOOKSHELF

PAULA MCGHEE

Admissions Counselor
Killers of the Dream
by Lillian Smith



"This book is old and profound and should be revisited by many of us now. The author was a white Southerner who, in the late 1940s, amazingly interpreted the white southern experience under segregation. She connected Christianity, sexuality and democracy to the psychological and emotional trauma of white children under segregation who were taught that the practice was necessary (even how they should continue it) by their families, churches and 'democratic' Southern political and economic institutions. She was certainly before her time."

LEN TURNER '07

Major: Math for Teacher Licensure
Dinner with a Perfect Stranger: An Invitation Worth Considering
by David Gregory



"Currently, I am enjoying this short story about a dinner discussion between Jesus of Nazareth and a young, successful businessman who is, at first, very skeptical of Jesus' authenticity. The author concisely expresses the freedom that can be found in Christ's death and resurrection. Portraying Jesus as a personal and caring gentleman relating to the man sitting across the table, he addresses common questions about Christianity."

JARROD MYERS '08

Major: English Literature
Ender's Game
by Orson Scott Card



"This is one of my favorite science fiction books. The story and the development of the protagonist, Ender, are the best features of this book. The way that a child's behavior and thought processes can be altered by a militaristic society is both chilling and awe-inspiring. It is truly a fantastic book."

BY DR. PEGGY COWAN

Chair of the Maryville Curriculum,
Associate Professor of Religion and Director
of the Richard W. Beeson Chair in Religion

MARYVILLE'S FIRST-YEAR EXPERIENCE:

Providing a foundation for college success

Beginnings are important. They shape what follows and often determine the endings. What seems like an obvious truth has not always been applied to introducing students to college life. It was assumed that if they were accepted into college, they were ready for its challenges. However, going to college is a major transition for students. As one of our faculty members described the experience recently, it is like traveling in a foreign country for the first time. New students experience culture shock. The culture of critical thinking, analytical reading, academic inquiry, and precise communication of difficult ideas is foreign to a world of sound bites, video games and slang expressions.

To negotiate this new world they must learn a new vocabulary, unfamiliar skills, strange customs, and meet previously unheard of expectations. Few students really understand the phrase 'liberal arts' and must learn that a Maryville education is about enhancing their lives as citizens and whole human beings, not just their job or career. Words take on new meanings. For example, students have heard the term 'myth' used commonly to refer to a falsehood. When they arrive in biblical studies courses, they must learn the meaning that 'myth' has in the study of religion. They must also recognize that arguments, opinions, and theories cannot be based primarily on perspectives and assumptions they have grown up with, but must be supported with evidence and logical arguments. Academic discussion involves reaching shared understanding of a reading or topic before one can offer a valid assessment or application of the material.

Perhaps the biggest change in expectations is the amount of time students need to spend on school work outside of class. While in high school, very few students spend more than a few hours a week on homework. A general guideline at Maryville College is 2-3 hours outside of class for every hour in class. Outside of the classroom, students have to learn to manage their own lives, negotiate financial aid, live with a roommate, and develop a new set of relationships.

Thus, what was known as the freshman year in my college days is no longer simply the first of four years, but is the critical transitional period that lays the foundation for a student's academic career. What happens in that first year is crucial in determining whether or not they will reach a successful conclusion – graduation – and go on



to become educated persons and engaged citizens.

For a number of years, Maryville College has been intentional about providing a positive foundation in the first year. When I first started teaching in 1990, we had a meaningful orientation program and a seminar for new students called "Inquiry." Gradually we recognized that our students needed more acculturation in order to get the most out of their college experience. As part of developing a new curriculum that was inaugurated in 1996, we developed a

tionships that will govern their experience for four years. They learn to study – or not – and research has shown that whatever pattern they establish for use of time becomes the blueprint for the next four years. In other words, if they study for four hours a week in their first semester, they will study for four hours a week their senior year. But it is not only the amount of time they spend on school work that becomes ingrained; the ways they use that time and the study habits they acquire also remain constant throughout.

catches their interest and entices them to select a major in that discipline. Thus, for many their connection with the core curriculum and their identification with a major area of study are set early.

Whether or not they understand and value the curriculum is one piece of the commitment to MC, but at least as important is whether or not they have a significant relationship with a faculty member. If students maintain the attitude carried over from high school (that interacting with teachers is not cool), they are unlikely to



Dr. Peggy Cowan leads a class discussion.

first-year seminar sequence lasting the full academic year. That sequence is described elsewhere in this edition of *FOCUS*. Through the 10 years this program has been in place, we have made minor changes, but have found the sequence as a whole to be quite effective.

One of the keys to helping first-year students develop a foundation for college success is understanding what their strengths and liabilities are when they arrive on campus.

In the first few weeks – or even days – new students establish patterns and rela-

Important, too, is the establishment of a commitment to higher education and Maryville College. If students are not well acculturated to our liberal arts culture, they are unlikely to decide to stay four years and complete their degree. Not only do we have to help them establish effective study habits and learn fundamental skills, we have to nurture an understanding of what it means to become an educated person and how the Maryville Curriculum is designed to accomplish that goal. Very often, a course they take in the first year

take advantage of one of their greatest resources – faculty members who are dedicated to teaching and mentoring them. Those who interact with faculty outside of class in their first year will continue to do so, and that connection will be a major source of support as they negotiate the academic culture.

Staff members, too, can be an important source of support and connection to the institution. As students encounter them in orientation, in the residence halls, as coaches, and through campus organizations,

MC PARTICIPATES IN NATIONAL PROJECT STUDYING

IN SEPTEMBER OF 2003, Maryville College was named one of 12 "Founding Institutions" selected to participate in a national project known as the "Foundations of Excellence in the First College Year."

The project, jointly sponsored by the Policy Center on the First Year of College and the Council of Independent Colleges (CIC) and funded by Lumina Foundation for Education and The Atlantic Philanthropies, had as its goal the development of a model of excellence for the first college year that could be used by small, private colleges to develop and refine their overall approach to educating new students.

As a CIC member institution, Maryville College was asked to participate in the first phase of the project in February of 2003. Headed by Dr. Peggy Cowan, chair of the Maryville Curriculum and associate professor of religion, a task force of six faculty members and two staff members reviewed and refined a draft set of "Foundational Dimensions" provided by the Policy Center. The dimensions were defining characteristics of institutional effectiveness in

promoting learning and success for all first-year students.

Typically, the dimensions covered 11 separate categories: philosophy, organization, educated person, transitions, faculty, all students, institutional commitment, engagement, diversity, life purpose and improvement.

Of the 94 institutions that participated in Phase I throughout the winter and spring, Maryville College and 11 other colleges were selected through a competitive application process to continue on to Phase II of the project with the Policy Center and its research partner, the Center for the Study of Higher Education at The Pennsylvania State University.

Criteria for selection included a strong campus commitment to the first year and readiness to engage in evaluation and improvement. In addition to being the only CIC institution in Tennessee selected for the project, Maryville College was also the only strictly undergraduate school (offering only a bachelor's degree) represented.

In the 15-month project, colleges piloted the dimensions, measuring the extent to which their programming included and/or reflected

staff members contribute to their transition into the Maryville College community.

Another source of support – or of negative behaviors – is the set of relationships new students develop with peers and campus groups. As they begin to sort out their own place in academic culture, the role models they choose can have a powerful impact. If their primary associations are with students who are eager to learn and engaged in campus life, first-year students tend to develop similar patterns. Campus organizations provide lots of opportunities for students to connect with students, fac-

FYE Coordinating Group that consists of faculty, student development staff and representatives from admissions and athletics. Reporting directly to the College Cabinet, the Coordinating Group is charged with oversight of all first-year programming, implementation of recommendations from the Foundations of Excellence Project, and informing the campus community about first-year programming. Most important, this group will be able to facilitate integration of all pieces of the first-year so that new students have a coherent experience.

The FYE Coordinating Group devel-

Introduction to the Fine Arts meet the needs of our entering students and reflect our philosophy of the FYE. Knowing something of the characteristics specific to students who have grown up in the late 20th century gives us insight into ways to capture their interest. And understanding the stages of intellectual development enables us to design pedagogically appropriate classroom experiences.

Beginnings are important. As we lay a foundation for students' success in their first year, we are seeking to acclimate them to a foreign culture. They must learn the

STATEMENT OF PHILOSOPHY: *The First-Year Experience at MC provides students a foundation for college success by helping them to connect with the mission of the College, establish roots in the College community, develop new ways of thinking, and live as responsible citizens.*

– Adopted June 2005

ulty and staff who are engaged in positive efforts to enhance the college community or contribute to the community beyond the campus. Life-long relationships and attitudes toward civic engagement often have their roots in a student's first college year.

What we have discovered more recently is that we need to think beyond orientation and the first-year seminar sequence when thinking about the First-Year Experience. Culture shock associated with the transition to college involves both academic and non-academic facets of campus life. Earlier this year we developed two mechanisms for thinking about the First-Year Experience beyond the seminar sequence and academic transitions. The first of those is a

opened the second mechanism, a statement of philosophy for our first-year experience, which was approved by the Cabinet and will guide us as we continue to enhance our programming for new students. That statement reads: *The First-Year Experience at MC provides students a foundation for college success by helping them to connect with the mission of the College, establish roots in the College community, develop new ways of thinking, and live as responsible citizens.*

As we look to the future and continue to enhance the first year for our students, we also will be considering ways to make sure such courses as Introductory Psychology, Biblical Studies, Principles of Chemistry, Foundations of Western Civilization, and

vocabulary of the liberal arts and of academic inquiry in various disciplines. They must cultivate the habits of mind that are essential to genuine learning and careful, critical thinking. They must develop commitment to the mission of Maryville College and to becoming an educated person and engaged citizen. And they must establish relationships that can nurture and sustain them for four years and beyond.

If first-year students work through the culture shock to find themselves truly engaged in the academic world and prepared to continue the journey then the First-Year Experience at Maryville College has successfully served both its purpose and our students.



FIRST-YEAR COLLEGE EXPERIENCE

all of the dimensions. They were then able to make programmatic improvements that would increase student learning, success and persistence to graduation.

The blueprint represented the first holistic examination of the many elements that get students off to the best start.

Maryville's task force made approximately 40 recommendations for its First-Year Experience. The recommendations, meant to make the College's programs more effective and cohesive, included such actions as developing an explicit statement of philosophy for the year, articulating what it means to be an educated person, promoting the Learning Center as a valuable resource for all students, evaluating needs of first-generation college students, instituting a co-curricular transcript and assessing outcomes more effectively.

"The heart of the project was a year-long self study," Cowan explained. "Through a battery of surveys, we gathered an immense amount of data. We learned that we have a lot of really good programs in place – that we were doing a lot and doing a lot of the right things.

"What was new for us was recognizing the breadth and the number of programs. A lot of people just didn't know what was going on across campus," she continued. "Establishing the First-Year Experience Coordinating Group, we should have greater integration. This group will have oversight of the many pieces and will be able to make revisions and provide communication across the campus."

During a celebration held in February 2005 to mark the completion of Phase II, Cowan said the College is proud of the work completed but believes "that we can continue to improve."

As a result of the recommendations that came from the Foundations of Excellence Project, concrete changes have been made to the first-year sequence. The group is experimenting with other ideas.

The College's progress in first-year programming is being noticed. In its 2005 America's Best College's guidebook, *U.S. News & World Report* listed Maryville's First-Year Experience in its "Programs to Look For" category. The magazine cited the College's FYE an academic program leading to students' success on campus.

JOHN N. GARDNER, an educator, university professor and administrator, author, editor, public speaker and consultant, is best known as the initiator of an international reform movement in higher education to call attention to and improve what he has coined "The Freshman Year Experience."

Gardner is the senior fellow of the National Resource Center for The First-Year Experience and Students in Transition, and distinguished professor emeritus of library and information science at the University of South Carolina. The Center, which Gardner founded in 1986, organizes the popular and influential Conferences on The First-Year Experience and Students in Transition and also disseminates information through an extensive series of scholarly publications, videos and national and international conferences.

Gardner also serves as the executive director of the Policy Center on the First Year of College. The Policy Center was founded in 1999 with a grant from the Pew Chairtable Trusts and continues with grants from the Atlantic Philanthropies and Lumina Foundation for Education. Based at Brevard College in Brevard, N.C., the Policy Center is an outgrowth of the National Resource Center at USC. Its basic mission is to work with colleges and universities around the nation to develop and share a range of first-year assessment procedures and tools. (Maryville College was selected to participate in the Policy Center's recent "Foundations of Excellence in the First College Year" project. See page 12.)

The recipient of numerous local and national professional awards recognizing him for his contributions to American higher education, Gardner has authored and co-authored numerous books, including *The Freshman Year Experience* (Jossey-Bass 1989) and *The Senior Year Experience* (Jossey-Bass 1997).

— Excerpted from Gardner's biography, as posted on www.brevard.edu/fyc.

AN INTERVIEW WITH

In September, John Gardner visited the Maryville College campus to speak to members of the College's National Advisory Council and faculty and staff members. FOCUS editor KAREN BEATY ELDRIDGE '94 interviewed Gardner during that visit to talk about his inspiration for first-year



**GARDNER AND
DR. PEGGY COWAN**

programs, his own first year in college and his belief in the power of post-secondary education. Excerpts from that conversation follow.

FOCUS: In your bio, you are described as an 'initiator and scholar of the American first-year reform movement.' Why are you on this quest?

GARDNER: Because I'm a child of the 1960s, and I was in college when John Kennedy was in the White House and when Lyndon Johnson initiated the Great Society. And I'm also a child of privilege and I feel that, through the acci-

dent of fate, I am much more fortunate than most Americans. I think that we have an enormous distance to travel yet to fulfill the potential of American lives and yet in many respects, we've been moving backwards in the past 20-25 years. I think that one of the keys to reversing that is using higher education more effectively as the primary access route to greater opportunity in American society. And to do that, students have got to be able to get into college, and they've got to get through the first initial hurdles. The first year is an enormous hurdle for a very large proportion of students. So, part of this [endeavor] appeals to my social justice interests and what unapologetically for me is undiluted liberalism and a belief that society can improve its members' lives ... Another basis for my work is the fact that I had a miserable first-year experience myself.

FOCUS: I'd like to hear about that.

GARDNER: It was near disaster. I was on academic probation my second semester. My first-semester grades? Three Fs, two Ds and one A. So I am an almost-not-survived-the-first-year-of-college person, and that gave me a tremendous amount of insight into failure – poor transition, depression, homesickness, making a lot of bad choices. I was from an affluent family and was very well prepared, academically – the odds [of academic success] were in my favor. And if I had difficulty adjusting to college, what about people today who are first-generation college students who come from grinding, abject poverty? So I have a lot of empathy for what it's like to not be successful in college, and I would like all students to have a better experience than I did, initially. The other major learning from my own experience was that the things that turned me around were occurrences of chance – happenstance, serendipity – and were not the result of things that my institution did for me, intentionally.

FOCUS: To what extent do you hear that [first-year programming] is coddling – that students should adapt to educators, not that educators adapt to students?

GARDNER: That's a very widespread belief. And this whole movement to do

JOHN GARDNER | INITIATOR OF THE FIRST-YEAR REFORM MOVEMENT

things to improve student retention is viewed by many in the academy as a grand-scale coddling effort. When I get that thrown at me, I just say 'Yep, you're right. I acknowledge it.' And then I'll ask my critic to give me an operational definition of coddling. And they generally have to think about that. I end up offering a definition of coddling. I'll say, 'If coddling means giving students more attention, more support, more understanding, a more realistic response given who they are in that time of their lives, then yea, I'm guilty as accused. That's what I do if that's what you mean by coddling.' I think when you push people to actually define what is meant by 'coddling,' it forces them to open up a little bit and think that through. ... The notion of coddling gets confused or intermingled with the perception that we're lowering standards. And there's no question – we have lowered standards in that higher education traditionally in the United States was something for the elite. As long as you were trying to run an elite, higher education model, [those standards] would work very well for the elite. But when you decide as a society that you're going to run a much more egalitarian form of higher education, where you're going to provide access to higher education for anybody, you create a different kind of higher education experience, which is what we've done. We've made going to college in this country a birthright – not getting through it, but getting into it. The way I look at this is, it's taken us 40 years to make this transition to say, 'OK, access to higher education should not be something just for the privileged, it should be for all who want it.' And that's what's happening now. Now they can walk in the door, so we've finished part of this transition as a society, but we haven't yet fully made the commitment to do what we need to do if we're going to take in all these students.

FOCUS: What is the promise of helping mass numbers of students in this country earn a college degree?

GARDNER: The promise is that these people will be more able to enter and competently participate in a knowledge-based economy. Very few people are going to earn their living literally making things or working in agriculture. They're going to be working with ideas and information and in order to do that, they've got to have post-secondary education. The promise also is that if they receive a post-secondary education, they're going to live differently. They're going to live longer, they're going to have fewer children, they're going to stay married longer to the same person, they're going to be less likely to die of alcoholism or tobacco use. They're more likely to be elected, they're going to raise their children differently if they get a college education, and they're going to have different dietary habits, different health maintenance habits. There are enormous differences in the society as a consequence of higher education obtained. ... And of course, the difference that most students think about (because it's the only one they really understand when they come in the door) is that college-educated people are going to earn more money – two and a half times the amount of a non-college graduate. And that's true, but that's not all the differences that they're going to encounter. I recognize the importance of the income differential, but I'm also very interested in the other differences that come about as a result of degrees.



In a follow-up memorandum written to Vice President and Dean of the College Dr. Robert Naylor after the visit, Gardner enumerated 25 "strengths" of Maryville College's FYE. Below is a sampling of what he was impressed by:

- Mission clarity – both in philosophy for the first year and in overall institutional mission.
- "Intentionality – [MC] is one of the most intentional places I have been in a long time."
- The extent of common experiences for students that generate greater bonding.
- "Real" and coherent first-year curriculum that is part of a larger plan and grand design for new students.
- "An ambitious and substantive" orientation program.
- Faculty and staff who understand the characteristics of today's students and design first-year components on such an understanding.
- Mountain Challenge.
- January Term.
- A portfolio option for probationary students.
- An FYE Coordinating Group and a Student Intervention Team.
- Academic advising that is integrated into the first-year seminars.
- High aspirations as a college. "You are concerned about retention but that hasn't led you to dumb anything down."
- An interesting and well-written catalog that thoroughly explains what the First-Year Experience is for students.
- A campus that takes assessment seriously.
- Participation in the Foundations of Excellence Project and implementation of items from the College's improvement/action plan that was a result of the project.



To read more of the interview, visit maryvillecollege.edu.

Orientation gives students a meaningful start

ORIENTATION 110: PERSPECTIVES ON THE COLLEGE

*Offered: Fall (one class
offered in Spring)
Length: Five weeks
Credit Hours: 1*

COURSE DESCRIPTION

Introduction for freshmen to Maryville College and college life. Topics and activities include college policies, campus life, Maryville College history and traditions and Mountain Challenge experiences. Course activities are scheduled during an orientation period prior to the beginning of fall classes and are completed no later than the end of the fourth week of the fall semester.



(Left) First-year students climb the Alpine Tower during a Mountain Challenge outing. (Right) Peer Mentor Jennifer Mantegani and instructor Roger Myers introduce themselves to their Orientation group; students pose next to the Covenant Stone following the annual ceremony.

EDUCATIONAL GOALS

Enhanced communication, computing, quantitative and second language skills that enable effective comprehension, analysis and expression.

Enhanced interpersonal skills that foster cooperative work, mentoring and leadership.

Enhancement and integration of all dimensions of personal well-being.

BEFORE COMING TO Maryville College from Muenster, Germany, Jan Hoepfer '09 knew very little about the place that was to become his home-away-from-home. From the College's website, he knew it was one of the top 10 colleges in the South, and he knew it was a "small college in a little town in Tennessee."

After completing *ORN110: Perspectives on the College*, Hoepfer not only knows the campus, its policies and procedures, he knows the College's history and mission. He made some good friends and had a lot of fun. And according to **Bruce Guillaume '76**, coordinator for *ORN110*, that's mission accomplished. "There's so much evidence in the realm of student development that says the sooner you can connect students in meaningful ways, the easier their transition and the greater likelihood that they'll stick around," Guillaume said. "It's common sense, actually."

ORN110, which lasts approximately five weeks, starts with five jam-packed days before the first day of fall semester classes. The course commences with a welcome session in Wilson Chapel. New students, sitting with their Orientation groups for the first time, listen to a brief recounting of the College's founding by President Gerald Gibson. Dr. Robert Naylor, vice president and dean, follows with a reading of the College's mission

statement. And with encouragement from Dean of Students Vandy Kemp to always begin with the end in mind, students walk across the stage in graduation-like procession to receive a student handbook from President Gibson.

The opening program serves as first steps in achieving the course's two objectives, which are to introduce new students to Maryville College and to build cohesive groups. "The idea is that the more students understand our mission, the more they can understand all of our institutional actions," Guillaume explained. "It's OK when students don't like some of our requirements, but it's not OK when they ask 'Why am I doing this?'"

The mission is further emphasized when students read *Maryville College: The Founding Story*. The 24-page history, which tells the College's story from

1801 to the mid 1950s, includes interesting stories about MC notables and lesser-known figures who left their mark on the College. The story has inspired a Jeopardy-like trivia game and timeline that *ORN110* instructors can use in their classrooms.

Among the most popular activities of *ORN110* is Mountain Challenge, a program headquartered out of Crawford House that provides high-quality safe outdoor experiences that are designed to build teamwork, enhance communication and teach problem-solving skills. Climbing the 55-foot Alpine Tower, struggling through the College's ropes course and canoeing down a river does a lot to build cohesive groups, Guillaume said.

To further knit groups, students also attend various events together, like campus worship and the Opening Convocation ceremony. They play together in the New Student Olympics and Student Programming Board Luau.

Composed of approximately 15 students each, *ORN110* classes are lead by faculty and staff members. Rounding out each group is a Peer Mentor, an upperclassman who has been selected to advise new students and give credible, current student perspective to issues that first-year students discuss. (See page 20).

Bridging *ORN110* with *FRS120* (which most take concurrently), new students write personal mission statements and create collages that pictorially illustrate the goals they have for their lives. Later, they're required to attend the College's annual "Opportunities of a Lifetime Fair" to learn more about campus organizations and envision where and how they might contribute to the life of the College.

ORN110 comes to a close toward the end of September, when all Orientation groups meet outside on the lawn surrounding the Covenant Stone. Before touching the stone, they're asked to sign the Maryville College Covenant, signifying that they promise to uphold the tenets of scholarship, respect and integrity and that they accept full responsibility as active, knowledgeable and committed members of the Maryville College community.

Years from now, Hoepfer knows he'll remember *ORN110* activities like the Covenant Stone Ceremony and the peers he stood next to as peals from the Anderson Hall bell brought the course to a close.

"They were so much fun, and we learned something at the same time," he said of the activities. "That's where I noticed that our group really grew together. We tried to handle every task together in order to succeed, and that was great."



To play the Maryville College history game, read the Covenant and find the link to download a student handbook, visit maryvillecollege.edu.

Seminar probes: 'Who are You?' 'What do you believe?'

FRS
120

SCATTERED THROUGH Dr. Chad Berry's syllabus for *FRS120: Perspectives on the Individual* is a Socratic imperative, a Buddhist apothegm and quotes from noted authors and philosophers like Alfred Korzybski, Ralph Ellison and Studs Terkel:

The unreflective life is not worth living.

There are two ways to slide through life: To believe everything or to doubt everything; both ways save us from thinking.

When I discover who I am, I'll be free.

"The course is based on the belief expressed by Plato centuries ago that 'the unexamined life is not worth living,'" explains Berry, associate professor of history and *FRS120* coordinator. "In this course, we ask first-year students to examine their lives thus far, and we pose questions like 'Who are you?' 'Why are you here?' 'What do you believe?' 'Where do you go from here?' The hope is that by thinking about these questions, students will be able to connect their beliefs with who they are."

Recognizing the transition period that characterizes the first semester of the freshman year, the theme for the seminar is "The Individual," with topics including "Identity," "Vocation," "Lifestyle Choices," and "Belief and Unbelief." Students explore the topics through shared readings, materials and experiences that not only represent different modes of delivery, but also allow the students to sample the liberal arts.

In addition to various essays collected in a College-published textbook entitled *Perspectives on the Individual*, *FRS120* classes watch related documentaries and read novels such as Brad Land's *Goat*, Mitch Albom's *Tuesdays with Morrie*, Homer Hickam's *Rocket Boys*, Don Jose Ruiz' *The Four Agreements*, Khaled Hosseini's *The Kite Runner* and Yann Martel's *Life of Pi*.

Students discuss the themes in class and through Blackboard, an Internet-based educational platform. And they're required to keep a journal, where they record their reactions to and reflections on readings, discussions and projects.

Assessments from the College's Center for Calling & Career are incorporated in *FRS120* to help students think about vocational callings. Prior to fall semester enrollment, students take a battery of tests to gauge their interests, values and personality types. In the fall, students meet individually with Assessment Director Marla Whipple, who helps them interpret the findings and decide how they should explore their vocational leanings.

FRS120 projects include interviewing people

about their vocational choices and developing a one-week wellness plan that includes physical, emotional and spiritual aspects. Students also take online quizzes about time management, learning styles, stress, spiritual types and tolerance.

Their final assignment is a 1,600-word essay about themselves and their experiences from the semester. Writing it, they are required to draw from their personal journals.

"The primary goal of the course is for students to become an active agent of change, so we want them to reflect on 'Where did I begin?' 'Where am I now?' 'Were these experiences good or bad, beneficial or harmful, static or dynamic?' 'Am I better or worse because of the experiences?'" Berry said. "Then we ask them to conclude the paper with consideration about where they would like to be in terms of these issues a year from now."

Also on the *FRS120* syllabus is time for students to register for the spring semester. Academic advising goes hand-in-hand with the course; until students declare their majors, they are paired with their *FRS120* faculty member for help with everything from registering for courses to working through



(Left) Dr. Chad Berry chats with *FRS120* student Elliott Sylvester following class. (Right) Academic advising goes hand-in-hand with *FRS120*. Dr. Lori Schmiel, professor of psychology, helps a first-year student with her schedule.



the emotional pressures of being a new college student.

Elliott Sylvester '09 recently met with Berry, his advisor, to plan a second-semester schedule that will include courses necessary for an art major. The first-year student from Covina, Calif., credits Berry, the seminar course and his classmates with helping him answer some important questions.

"[In the class] I can really take some time to see who I am and where I am going," he said. "We have deep discussions about life, work and individuality – all of which lead us on a path to independence and self discovery. I have learned so much about myself and truly have been able to see what I really want."

"I think that if it were not for this class, I would not have been able to adjust so well to college ...," he continued. "I now have a clear outlook on who I am, and I know that [outlook] will lead me to where I need to be."

FIRST-YEAR SEMINAR 120: PERSPECTIVES ON THE INDIVIDUAL

Offered: Fall (one class offered in Spring)

Length: Semester-long

Credit Hours: 2

COURSE DESCRIPTION

Focusing on the theme of "The Individual," this is the first in a series of related first-year seminars designed to provide academic and personal skills essential for college success. Sense of identity, vocation, spirituality and wellness philosophy are topics covered. Analytical reading, critical thinking and communication skills are emphasized.

EDUCATIONAL GOALS

Enhanced communication skills.

Enhanced personal development.

Expanded critical thinking skills.

Increased familiarity with a variety of modes of inquiry.

Enhanced academic skills.

Greater enthusiasm for learning.

**FIRST-YEAR SEMINAR 130:
PERSPECTIVES ON
THE ENVIRONMENT**

Offered: January Term
Length: Three weeks
Credit Hours: 3

COURSE DESCRIPTION

An experiential, interdisciplinary course that engages students in a broad study of the nature of their environment and addresses the basic question of what it means to be a steward of the environment. In classroom and field settings, students explore how human beings have changed and adapted the local environment of the Southern Appalachians and how human beings have used environmental resources in the development of their culture.

HIKING TO THE Little Greenbrier Schoolhouse and touring the Walker Sisters Cabin in the Great Smoky Mountains National Park can make lasting impressions on 21st-Century students – especially if the air is frigid and the ground is frozen.

“Experiential” is the name of the game in *FRS130: Perspectives on the Environment*, and for that first week of January Term, students are asked to experience a little of what life was like – sans automobiles and electric heat – for early settlers.

“Someone can read article after article on the way that European settlers adapted to the frontier land of East Tennessee and not really understand the settlers’ perspective on the environment,” explained Dr. Drew Crain, associate professor of biology and coordinator for *FRS130*. “But when students actually walk the steps of these settlers and touch the buildings that their hands built, they are experiencing the environment as the settlers did.”

While students have similar discussions and experiences about the historical perspectives on the environment during the first week of January Term, their second week is spent intensely studying and researching one of four subtopics: Energy, forestry, solid waste or water. Students have the opportunity to sign up for the one subject that most fits with their interests.

Solid waste groups (also called “garbology groups”) visit local landfills that use different means of waste processing.

“They also have the odoriferous – but not onerous – task of examining one family’s trash for a week,” Crain said. “Students are always enlightened to discover how much waste a family can generate, and it is always fun to see how much observers of trash can surmise about the family.”

The culmination of *FRS130* is students’ formation of their personal environmental ethic. In the third and final week, all students take part in a simulation of a congressional hearing on whether tax dollars should be spent to purchase private lands for increasing existing national park or national forest lands. In this simulation, students are assigned a character (e.g., hunter, land developer, mayor, senator, forester) and present an argument based on the perspective of that character. Such an exercise emphasizes critical thinking skills as well as the complexity involved in environmental protection.

Also during the final week, students and faculty attend a lecture by an invited guest who discusses his or her environmental ethic. And on the last day of January Term, students are required to answer the question “What is my Environmental Ethic?” in a 750-word essay written in class. *FRS130* isn’t the last time they’ll see – or reflect on – their ethic. In *Ethics 490: Philosophical and Theological Foundations of Ethical Thought*, professors hand out those three-year-old compositions and ask the authors, “What’s changed?”

“The experiential nature of *FRS130* is the reason that it is so successful at being an ‘eye opener’ for students,” Crain said. “Most all students leave the class with a much greater awareness and appreciation of the environment and environmental resources.”

The environmental ethic written by **Erin Mentzer ’08** last year proves this. Prior to the course, she said she recycled and didn’t litter, but that was the extent of her environmental concern.

“Like many others, I, in theory, wanted to preserve nature’s beauty,” she wrote in her environmental ethic essay. “However, I assumed that this massive task was less left to others to implement. In essence, I was choosing not to actively participate in caring for the environment; I wanted to enjoy the benefits of clean air and water without doing the work to ensure purity. After completing J-term, I have to honestly say that I am far from where I began, but equally far from where I would like to be ...”



To read Mentzer’s ethic in its entirety and to read details about the environmental simulation, visit maryvillecollege.edu.



(Left) Students visit the primitive Walker Sisters Cabin in the Great Smoky Mountains National Park. (Right, top) Dr. Drew Crain. (Right) Using a Biltmore stick, **Erin Mentzer ’08** and **Laura Pier ’08** measure board-foot of lumber in the College Woods.

**EDUCATIONAL GOALS**

- Enhanced skills of information retrieval and synthesis.
- Enhanced critical thinking skills.
- Increased familiarity with data collection, statistical analysis and computer skills.
- Enhanced communication skills.
- Increased oral presentation skills.

“Each topic has different trips and data collection projects,” Crain explained. “For instance, in forestry, we examine how forests are managed on a small scale (from 10 to 1,000 acres) through exercises in the College Woods and on a large scale (hundreds of thousands of acres) through exercises in the Cherokee National Forest.”

Students enrolled in the water sections visit water treatment facilities, and research projects include sampling various water sources and testing for variables such as pH, nitrate and fecal coliform bacteria presence.

Those studying energy focus their discussions and research on renewable energy sources. They visit wind-generated power facilities and homes powered with solar energy and conduct projects on hybrid vehicles.

Faculty link research and civic engagement

ON THE FIRST day of class in *First-Year Research Seminar 140: Perspectives on the American Community*, Dr. Sherry Kasper reads the Maryville College Promises aloud to her students.

Ending on the last promise – “Maryville College students are taught the skills and given the opportunities to be successful and to make a difference in the world” – Kasper, a professor of economics and the *FRS140* coordinator, explains that the course in which students are now enrolled will not only help them succeed in their upcoming years at MC, it will help them succeed in life beyond.

“In this course, we focus on research methods,” Kasper explained recently, “but there is an overall theme of civic engagement.” Kasper said psychological research on current students shows that they come to college with a very black and white view of the world. Their idea of an argument originates from TV shows like “Crossfire,” and their concept of civic engagement probably extends as far as voting and volunteering in the community.

“We have to meet the students where they’re coming from and lead them from there,” she explained. “We’re trying to get them to the next level, and in this course, we stress that part of being an engaged citizen is researching a question and understanding the issues.”

Much like *FRS130*, where students can choose from water, energy, solid waste and forestry, students in *FRS140* can choose from several different topics, including: “Science vs. Religion on Human Origins,” “Muslims in America,” “Poverty” and “Education.”

Concurrently, students are enrolled in *CMP120: Advanced Composition and Speech*, where instructors focus on the mechanics of writing and how to use writing to build an argument. While *FRS140* instructors reinforce those skills, their emphasis is how to conduct research and synthesize information. Learning how to write abstracts of scholarly articles that inform various arguments is one goal for students; they also learn how to identify, locate and evaluate sources for a bibliography.

The major assignment is a 1,200-word research paper. The process of putting it together comes with a slight twist. “What we used to do [in earlier *FRS140* courses] was have students form a thesis statement, then require them to go out and gather arguments to support it,” Kasper explained. “Now, we have students start with a question. This helps them be more open-minded in their approach to the research. They start to see the grayness in the world.”

And they end their research with a hypothesis instead of beginning with it, the professor added.

Last spring, **Brandon Brewer '08** was enrolled in Kasper’s *FRS140* class on social justice. When the time came for students to choose a topic for

their research papers, Brewer wanted to find out if financial aid in today’s higher education system was adequate in its job of providing a way for middle- and low-income students to pay for college. The question was a personal one for the 19 year-old.

A writing/communication major from Alcoa, Tenn., Brewer said he began the Spring 2005 semester with serious plans to transfer.

“To be honest, I felt like I could get the same education for a cheaper price at a public state school,” the MC sophomore said. “I felt like I was paying too much for a private school when I could go up the road to another university, never have to do anything, get a degree and be in little or no debt at all.”

Brewer’s research revealed problems in financial aid, but he came to the conclusion that student loans were a viable way to finance an education. Meeting with his professor several times throughout the project, he shared with her his plans to transfer. Citing Brewer’s own findings and drawing on her own expertise in economics, Kasper helped him see that the loans were investments in an enriched life that would include, among other benefits, higher-earning jobs. His ending thesis statement was: “The

(Clockwise from right) Dr. Sherry Kasper, Dr. Mark O’Gorman, Dr. Kathie Shira and Dr. Janifer Greene discuss plans for the upcoming semester. Since *FRS140*’s debut in 1996, faculty members have collaborated to make topics interdisciplinary and share best practices.

Brandon Brewer '08 (right) decided to stay at MC as a result of his *FRS140* research and discussions with Dr. Sherry Kasper.

current financial aid crisis in America can be alleviated by reforming the Pell Grant to model the meritocracy for which America is known.”

For Brewer, *FRS140* was also a good lesson in the nature and spirit of Maryville College.

“Dr. Kasper didn’t let me fall through the cracks. She didn’t let me become a statistic, and I believe a teacher at a state school would never have cared enough about me personally to make sure I understood that I had options,” he said. “After my research, I believe the higher education system needs a major overhaul. I hate student loans, but because of Dr. Kasper, I know that the options I have now will pay off for me in the future.”



To read the Maryville College Promises in their entirety, visit maryvillecollege.edu.



FIRST-YEAR RESEARCH SEMINAR 140: PERSPECTIVES ON THE AMERICAN COMMUNITY

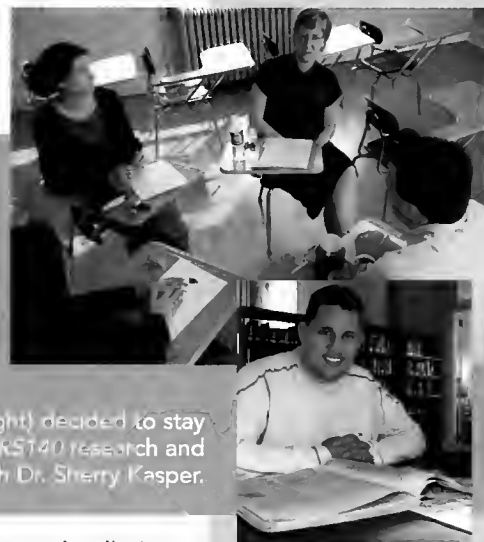
Offered: Spring (one class offered in Fall)

Length: Semester-long

Credit Hours: 2

COURSE DESCRIPTION

A course in research methods examining issues and ideas that inform the experience of community and diversity in the United States. The culminating project is an independent research paper.



EDUCATIONAL GOALS

- To develop in students the skills and attitudes necessary for independent research.
- To analyze a significant public issue in U.S. society.
- To consider the roles and responsibilities of citizens in a democratic society.
- To foster civic engagement in students.
- To expose students to scientific, humanistic and artistic modes of inquiry.

PUTTING THE PIECES TOGETHER | CO-CURRICULAR ACTIVITIES SUPPORT EDUCATIONAL GOALS

While first-year classroom experiences are intentionally designed to give new students a strong foundation for college and life beyond, administrators in Student Development have instituted various programs to reinforce and supplement academic learning. Some concrete examples of the Maryville College Promise to provide "a personal and total learning experience" are explained below.

With an official "hand-off" from Admissions to Student Development, prospective students are officially recognized as Maryville College students during "**Great Beginnings**," a one-day event in July. On this day, students come for placement tests and have opportunities to meet with academic advisors, tour residence halls again and have their student ID cards made. Parents and family members attend sessions like "Becoming a Great College Parent," where they can learn how to partner with the College in the educational process. Other sessions introduce parents to the Maryville College Curriculum and the First-Year Seminars and give parents an opportunity to ask current students about campus life.

FRS120

Because the majority of new students live on campus, staff members in the College's **Residence Life** Office work to make living in Davis, Copeland and Gamble halls comfortable, safe, fun and conducive to study. A lot of time is put into pairing together compatible residents in hall rooms. In their acceptance packet, students are sent a housing information form, which asks for preferences in music, room conditions, sleep patterns and study conditions; hobbies and interests; and special considerations such as allergies and disabilities. Assistant Dean of Students Michelle Ballew Safewright takes the responses and assigns roommates.

New students are given their roommates' names and contact information in the beginning of July and are encouraged to connect prior to the move-in date.

"For the most part, that [pairing] works out like a dream," said Vandy Kemp, vice president and dean of students. "It's almost magical what she does."

FRS130

New to the ORN110 syllabus this year is **AlcoholEdu for College**, an online, non-opinionated alcohol education program. Used on more than 350 campuses nationwide, the course uses science-based research to educate college students about alcohol and its effects. Three surveys included in the program measure students' alcohol-related attitudes and behaviors.

"Whether students drink or not, AlcoholEdu empowers them to make well-informed decisions about alcohol and helps them to better cope with the drinking behaviors of their peers," said Vandy Kemp, vice president and dean of students, adding that the program was added following discussions last year about the College's alcohol policies.

"What we realized was that there was little or no teaching about the effects of alcohol. Students were going on what they had learned in their high-school health class," she explained. "We're being very intentional about this now."

Also during Great Beginnings, new students can meet their **Peer Mentors**. Each ORN110 class (see page 16) has an upperclassman who is required to attend all classes and activities with the group of new students. Being selected as a peer mentor is considered prestigious, according to Vice President and Assistant Dean of Students Andy Lewter, who coordinates the program. "They tend to be the best, all-around, kind of student – very involved and very good, academically," he said.

In addition to attending classes and going on trips with the group, Peer Mentors are required to plan one activity for the group outside of class and make weekly contact with students after the course is completed in September. "Their role is important," Lewter explained. "New students feel like they can ask upperclassmen questions that they may not be comfortable asking their professors."

ORN110

Once students move into their rooms, resident assistants conduct a special six-week program for the first-year students. Labeled "**For Starters**," the program includes weekly educational sessions that address some important how-to's – how to effectively manage time, study for success, get along with roommates, build relationships and deal with temptations. Though not mandatory, the sessions are usually well-attended, according to Michelle Ballew Safewright, assistant dean of students.

"The program is designed to help new students make that transition the best they can," she added. "We want them to become more independent and self-motivated."

FRS140

A senior reflects on the first year

BY MICHAEL ISAACS '06

CLASS
of 2006

"Enlightenment is man's release from self-incurred tutelage. Tutelage is man's inability to make use of his understanding without direction from another. Self-incurred is this tutelage when its cause lies not in lack of reason but in lack of resolution and courage to use it without direction from another."

—Immanuel Kant in *What is Enlightenment?*

READING THESE WORDS during my sophomore year, I could not help but think of my first-year experience at Maryville College. That year was the first time in my life that I was free from the tutelage of my parents, church and high-school teachers. I realized I was at a college that, in order to succeed, forced me to engage the world conscious of these lenses and how they manipulated my vision of the world.

From the moment I arrived, every aspect of me as an individual was challenged — physically, as I pushed my boundaries in Mountain Challenge events; intellectually, as I separated myself from assumptions; academically, as I learned discourse; and communally, as I resided in the halls and ate in the dining hall.

Looking back, I realize nothing has been as liberating and little has ever been as daunting. For example, I remember sitting in Dr. Harry Howard's classroom, nestled on the second floor of Thaw Hall with an antique rug hanging on the back wall, for *FRS120: Perspectives on the Individual*. My peers and I spent the class trying to distance ourselves from *who we thought we were* in order to better comprehend our identity. Dr. Howard encouraged us to live life deliberately.

In *FRS120*, we were told to begin college with the end in mind, and to do this, we were asked to search for our most pressing conviction in life and to pursue a vocation that maximizes that conviction. Since the course required active reflection and journaling in order to achieve these goals, I remember long nights filling these journals with questions that can be only answered by the way I choose to live my life.

That January I found myself enrolled in Dr. Amy Gibson's *FRS130: Perspectives on the Environment*, where I was asked to apply what I had learned about myself in *FRS120* to a specific environmental topic and later, compose my own environmental ethic. We took numerous field trips and engaged in

never-ending debate. The overarching question, which never stops haunting a liberal arts student, was, "Where, why and how do my convictions manifest themselves in all facets of the world?"

Then Dr. Sam Overstreet showed me the most valuable academic tool — written and sustainable discourse. In *FRS140: Perspectives on the American Community*, all students are required to write a 1,200-word research paper on a certain topic designated by course section. The section taught by Dr. Overstreet looked at religion, science and the earth's origins. Looking back, my research paper wasn't very good, but the process was invaluable.



Researching, taking notes, creating outlines and writing draft papers were all separate graded assignments. Every research paper I have written since (and trust me, I have written a fair share) has been enhanced by this experience. The course catapulted my skills for writing sustainable, academic arguments about controversial issues.

This first-year served as a bridge, but it also served as an equalizer that equipped each of us with the tools we need for college — it freed us from our "self-incurred tutelage." It also gave us the ability to discern our callings and to live life accordingly so that we do not ignore our deepest convictions. With Dr. Howard I learned how to live deliberately; with Dr. Gibson, I applied those convictions to ethics; and with Dr. Overstreet, I was given the academic tools for a full experience in higher education.

And for my enlightenment, I'd like to thank them. **MC**

MICHAEL ISAACS

A native of Cincinnati, Ohio, Michael is majoring in English at the College. He is editor of *The Highland Echo*, a staff member of *Impressions* and a member of the Peace and World Concerns Committee.

Michael Isaacs leans against the Covenant Stone, the campus landmark that he touched after signing the Maryville College Covenant as a first-year student.

CLASSNOTES

EDITOR'S NOTE: The College received information printed below between May 1, 2005, and Oct. 1, 2005. Class notes received after Oct. 1 will appear in a new FOCUS supplement this spring.

'29 Mabel Blackburn Fox celebrated her 100th birthday in April. The 50-year member of New Providence Presbyterian Church celebrated at Asbury Place in Maryville. Son and daughter-in-law Roy and **Ruth Light Fox '64** were among several who attended the party.

'31 MEMORIAM: Dorothy Bassel McKeethan, June 25, in Knoxville. She taught school in Friendsville, Tenn., and at Knoxville's Fulton High School. Survivors include three sons and their families.

'32 Louis Blair and wife **Ernestine Smith Blair '34** celebrated their 70th wedding anniversary on July 24. They live in Iowa City, Iowa.

'33 Mary Gamble Waldo is living with her daughter, Cathy Steger, in Nashville. The 93 year-old is in good health and recently went on an Alaskan cruise. She writes that she "would love to hear from friends and classmates."

'34 MEMORIAMS: Enid Chandler McCulloch, May 23, in Maryville. Survivors include one daughter, one son and their families; and one sister and two brothers, including **Alfred B. Chandler '39**. ■ **John B. Springer**, Feb. 3. At the time of his retirement in 1978, he had more than 43 years of service in public education. Survivors include one son and his family.

'35 MEMORIAM: Kern Duckett Johnson, June 9, in Charleston, S.C. She was a longtime member of New Providence Presbyterian Church in Maryville. Survivors include one son, two daughters and their families.

'36 Gladys Reaves Sullivan, a retired schoolteacher, celebrated her 90th birthday on July 9. She lives in Haiku, Hawaii.

MEMORIAMS: Alexander Christie, July 23, in Carrollton, Ga. The Scotland native held degrees from Princeton and Union theological seminaries. Foreign missionaries with the Presbyterian Church (USA), he and wife Edith served more than 30 years in the Philippines. In 1967, the College presented him with an honorary degree. Survivors include one daughter, one son and their families.

■ **Robert R. Smyrl**, April 25, in Lancaster, Pa. An ordained Presbyterian minister, he earned two degrees from Princeton Theological Seminary and served churches in New Jersey. In 1964, he was elected moderator of the Synod in Pennsylvania. Survivors include wife **Marie Jensen Smyrl '40**, two children and their families and one brother.

'37 At 91, Elizabeth Lamon Gillespie, writes that she "continues to enjoy life to the fullest." She is active in the Lebanon (Va.) Memorial Baptist Church and "serves the Lord joyously every day."

'38 A scholarship at Longwood (Va.) University, started by the friends of **Paul Fox** and wife Frances to memorialize Frances and honor Paul for his efforts to rebuild the business school, has surpassed \$100,000. Paul was recognized March 3 with a distinguished service award at the university.

'39 MEMORIAM: Zula Vance Zinavage, Dec. 3, 2004, in Asheville, N.C. The first recipient of a degree in piano performance at MC, she taught music privately and in public schools. Active in church choirs and the Methodist Church, she served as president of the United Methodist Women and was secretary to the District Superintendent of the Methodist Church at Lake Junaluska, N.C. Survivors include daughter **B. Carol Zinavage '78**,



Lincoln Johnson '38

celebrated his 90th birthday Aug. 2. A celebration in the Proffitt Dining Room on the MC campus brought together 150 friends and family, including seven great-grandchildren. Right: Johnson sports an MC blazer in 1938.



one stepdaughter, three grandchildren and their families.

'40 Charles Davis and wife Geneva celebrated 62 years of marriage on June 6. They live in Austin, Texas. He writes that he remembers playing baseball (third base) and football (halfback) with **Boydson Baird '41**.

MEMORIAMS: Ruth Crawford Lamon, Sept. 1, in Maryville. A 75-year member of New Providence Presbyterian Church, she served as an ordained elder and was an active member of the Women's Association. She also served on the boards of the Blount County Girls Home, the Blount County Children's Home and Church Women United. She was a member of AAUW and the Chilhowee Club. Survivors include two sons, one daughter and their families; seven grandchildren, including **Kent Kyker '02**, brother-in-law **John McQueen '34**; and sister **Elizabeth Crawford Roper '48**.

■ **Leslie Luxton**, July 16, in Waynesboro, Va. In addition to overseeing a popular medical practice, the physician was an active church and civic leader, serving as Sunday School teacher, deacon and elder at First Presbyterian Church in

Waynesboro and as president of the Virginia Osteopathic Medical Association. Survivors include wife Martha, three children, six grandchildren and one sister.

'41 MEMORIAM: David M. Humphreys, Aug. 4, in Corpus Christi, Texas. An ordained Presbyterian minister who attended McCormick Theological Seminary after his time at MC, he served as a chaplain in the U.S. Navy for 30 years. After retiring from the military, he remained active as an interim pastor with several Presbyterian churches in Virginia Beach and the Chesapeake Bay area. Survivors include three daughters, including **Gwen Humphreys Henzi '69**, and their families.

'42 MEMORIAM: John M. Guinter on July 1. At the time of his death, he was living in Collierville, Tenn. Survivors include one son, one daughter and their families.

'45 Barbara Buchanan Timbie wrote to report that Don, her husband of 62 years, passed away unexpectedly on Dec. 19, 2004. **MEMORIAM: Elizabeth Hoagland Griffin**, June 16, in Oakmont, Calif. In 1968, she was among the first

graduates of Sonoma State University. She taught high-school Spanish and English in Napa Valley and was later elected to the Napa Valley Unified Board of Education. In her later years, she taught English as a second language in Santa Rosa. Survivors include husband Glenn, two sons and their families.

'46 Margaret Cross Scruggs and daughter **Ana Tampana '71** went on a tour of China, Hong Kong and Thailand. Their purpose was to locate the church of the Rev. Charles Silsby, Margaret's grandfather and a pioneer missionary. "We found it!," she wrote.

MEMORIAM: Isabel Muir Chamblin, Feb. 18, in Albuquerque, N.M. After attending MC, she earned a bachelor's degree at the University of Maryland and completed graduate work at Seton Hall. She taught school in Delaware and New Jersey and later worked with computers. She was an active member of St. Andrew Holy Communion Episcopal Church and in 1982, served in the U.S. Peace Corps in West Africa. Survivors include husband Ralph, three daughters and their families.

'49 Carl Lazenby, who lives in McComb, Miss., e-mailed the College following Hurricane Katrina. Electricity in McComb was out for two weeks. "For the first week, one of our six radio stations operated on generator power, and was the only public communication in a 60-mile radius. We broadcast from 6 a.m. until 10 p.m., and answered thousands of questions from citizens who had no other way of knowing what was happening."

MEMORIAM: Clifford Porter-field, July 26. A retired lieutenant colonel in the U.S. Air Force, he had lived near Patrick Air Force Base in Florida before settling in Lawrenceville, Ga. His remains were interred in Arlington National Cemetery. Survivors include wife Celia, two sons, one daughter and their families.

■ **Richard Sprague**, March 22, in Ames, Iowa. His service in the Marine Corps during World War II was followed by graduate school at the University of Kentucky, where he earned master's and doctoral degrees. He enjoyed a 33-year career as associate professor of mathematics at Iowa State University. Survivors include seven siblings, including **Robert Sprague '52**.

'50 John S. Baird has relinquished his duties as director of mission and parish associate at St. James Presbyterian Church of Littleton, Colo. Writes the professor emeritus of the University of Dubuque Theological Seminary: "Now I am fully retired, so that I can kick up my heels and go 4-wheeling and biking." **Clifford Smith** retired this year from the Oak Ridge (Tenn.) Schools Credit Union. He retired from teaching in the Oak Ridge School System in 1985. **Mary Webb Vennema** is also retired, residing in New York City. She is now a grandmother of 10.

'51 This summer, **David Grubbs** and wife **Sue Summers Grubbs '53** toured former Communist countries, including the Czech Republic, Hungary, Serbia, Croatia and Romania. They also made a



(L-R) Julia Pancoast Householder '48 and friends Eugene Keeney Smith '58 and Gay Henry Gill '54 visited Scotland during the summer of 2005

side trip to see Dracula's Transylvania. **Phyllis Jackson Stegall** has returned to Texas after 35 years of living and practicing in the Pacific Northwest. Her husband passed away in August, and she is now in Austin with family.

MEMORIAM: Delbert L. Earisman on April 21, in Danville, Pa. A Korean War veteran, he earned his master's degree from Columbia University and his doctorate from Indiana University. During his academic career, which included teaching English for 35 years at Upsala College in New Jersey, he wrote and published two books and was a freelance writer and poet. Survivors include wife Keigh, one daughter, one son, two stepchildren and their families.

'53 George Carpenter is celebrating the birth of new granddaughter, Karenn Katherine Porter, born May 28.

MEMORIAM: Gertrude Furman Darroch, Jan. 13. Survivors include husband **James '54**, four children and six grandchildren.

'54 Eugenia Jackson Vogel wrote that last year's 50-year class reunion was "Spectacular – just not enough time and energy to visit with everyone!" This spring, she traveled to Denver to welcome her 11th grandchild.

'55 Barbara Butrill Barber also wrote to say that last fall's Homecoming was a highlight of her year; she had a great time with old friends.

'56 Maryel Vogel Smith is the secretary of the Lorain County AGO and participates in both Lorain County and Cleveland Chapters. She lives at the Village Meadows Methodist Retirement community near Avon, Ohio.

MEMORIAMs: Andrew Chambers Jr., June 19, in Maryville. He was retired from ALCOA and a veteran of the U.S. Navy, having served during the Korean conflict. He was on the Alcoa City Commission and served on the board of Blount Memorial Hospital. Survivors include wife Barbara, one son, three stepchildren and their families.

■ **Janet Whitmore Gilliland**, July 10, in Asheville, N.C. After receiving a master's degree in library science from Rutgers University, she served for many years as librarian of St. Genevieve/Gibbons Hall School and Carolina Day School. She was a 16-year volunteer for Meals-on-Wheels and a long-time Red Cross blood donor. She is survived by her husband **Joe Gilliland '55**; two children, including **Faith Thompson McClure '83**; and two stepchildren, including **Anne Gilliland '79** and **Don Gilliland '83**.

■ **Gordon Van Pelt**, Feb. 19, 2004. Survivors include wife **Lynn McMillan Van Pelt '56**, three children, eight grandchildren and brother and sister-in-law **Austin Van Pelt '52** and **Elenor Kramer Van Pelt '51**.

'58 Mary Kirklin has moved to "The Breakers at Edgewater" in Chicago and is enjoying the lake view from her 22nd-floor apartment. **Sue Settle Snijders** is a retired special education teacher. Now widowed, she enjoys spending time with her five grandchildren in Grand Rapids, Mich.

'59 The Ft. Lauderdale Historical Society recognized **Ted Frauman '59** with the Elizabeth Dupuis Freeman Volunteer of the Year award. For the occasion, April 27 was declared "Ted Frauman Day" in Ft. Lauderdale. **Robert Moses** lives in Port Saint Lucie, Fla., and is vice president emeritus of Indian River Community College. He also

Charles Holsinger '52, a retired PC(USA) minister living in Seven Valleys, Pa., has recently published *Notes from the Whirlwind*, which he describes as a "semi-autobiographical review of 50 years of trying to be a pastor, preacher, priest and prophet." It is published by Xlibris Corporation (xlibris.com) and can be purchased through several online book dealers. Charles has become a part of the chatline of the National Center for Science Education, which is supplying resources and commentary in opposition to the nearby Dover School District's attempt to include intelligent design instruction in the biology curriculum.



serves as a consultant with colleges and non-profit organizations in strategic planning and resource development. **Joe and Barbara Davis Tropansky** celebrated their 45th wedding anniversary on Aug. 20 by participating in an Elderhostel in Sedona, Ariz. While spending a day at the Grand Canyon, they were surprised to run into classmates **Bill and Mary Newton Lynch**, who were vacationing from Connecticut.

'60 William Aring is living in Columbus, N.J., and enjoys good health and participating in seasonal recreation – kayaking, fishing, hiking, cross-country skiing. For the past three years, he has played the accordion every month at a seniors apartment complex. **Richard Conway** lives in Milan, N.H., and is employed by Heritage-New Hampshire. As a researcher and writer of special projects, he recently put together materials for new information/story stations and also wrote and recorded "Tales from the Heritage Journey" for a local radio station. **Robert Kallstrom** was recently elected to the board of trustees of Hood College in Maryland. He continues to serve on the board of the Community Foundation of Frederick (Md.) County and the Record St. Home. **Fred Tepper** recently gave a cello duet performance to interested retirement village members in Fort Worth, Texas. **MEMORIAM: Sallie Kinsinger Stephens**, March 27, in Mesa, Ariz. Survivors include husband Maurice, one son and two grandsons.

'61 Phyllis Hembree Rehtin and husband **Jim '62** are loving retirement. She volunteers for ambulance corps, cooks for a local soup kitchen and is president of the Senior Citizen's Club. When not editing her church's newsletter, she gardens, reads and spends time with family.

MEMORIAM: Leonard Vogt, Nov. 6, 2004. An ordained minister of the United Church of Christ, he served congregations in Chicago, Wisconsin, Ohio and Pennsylvania. Survivors include his wife, sons and sisters.

'62 After 30 years in public school teaching in Tennessee, **Lucille Petree Way** retired in 2003. Last year, she retired from 25-year volunteer work as international chairperson of Villages for Children's International Summer Village Inc. Her hobbies now include world travel and an antique business.

'63 Dorothea L. Saint Hanton and husband **Lloyd** retired from the Salvation Army as active ministers on Sept. 1. They also moved into a new home in Canton, Mich.

'64 Shirley Mease Deisch is teaching gifted first-graders and plans to retire in the next five years. She lives in West Palm Beach, Fla., and has seven grandchildren all under the age of 5. **Marjorie Loeffler Yenter** teaches literacy, holds Bible studies and enjoys her five grandchildren. She lives in Concrete, Wash., and would like to contact other graduates in the area.

'65 David Conklin enjoys bicycling and recently completed his seventh 150-mile, two-day "Tour de Cure" for the American Diabetes Association (ADA). For his fundraising efforts, he was honored at the 2005 ADA Convention in San Diego this year. He and wife **Carole Webster Conklin** are both involved in airline and airport initiatives; she as executive assistant for the National Safe Skies Alliance and he as vice president of marketing for the Metropolitan Knoxville Airport Authority. They enjoy traveling; last year, they visited Florence and the Tuscan region of Italy. **Benny Mon-**

During the summer of 2005, the College said goodbye to **Jennifer Cummings West '95** and **Rachel Wood Moore '67**.



West, who was the Director of Volunteer Services, left for graduate school in Bozeman, Mont. Moore, a longtime administrative assistant in the CCM, retired and is awaiting the birth of her first grandchild.

Preston Fields '03 has been hired to fill West's position, and MC newcomer **Angie Hylton** is assisting the staff.

roe has come out of retirement to coach the Ooltewah (Tenn.) High School football team. In a recent article in the Chattanooga Times Free Press, Benny said he needed something to look forward to. "When some people retire, they go sit on the couch and die or they worry about their blood pressure or whether they're getting enough exercise," he was quoted as saying. "I wanted to do something I'm good at and always had a good time doing." **Jack Spencer** retired from the Centers for Disease Control after 40 years. Since then, he and wife **Linda Hayes Spencer '67** have traveled to Thailand to do tsunami relief work and to Guyana, South America, to assist in global AIDS planning.

'66 Mary Ann Wilson Eiff recently received two awards: the Award of Merit from the Professional Aviation Maintenance Association for her outstanding performance of assigned duties as an aviation maintenance instructor; and the Phillips 66 Aviation 2004 Leadership Award for her activities to encourage young people to consider aviation careers and avocations. She was also featured in a book by Joanna Gordon, *Be Happy at Work: 100 Women Who Love Their Jobs and Why*. **Margaret "Sandy" Haggart Keeler** has moved from Florida to Georgia and is now teaching history at Waycross College.

'67 Hazel DeWeese Steel has completed her third year of teaching ESOL and enjoys teaching international students. **Margaret Hay Steward** has recently published her children's book *Tamsi, the Errant Lamb* through Jawbone Publishers.

'68 Kathy Bishop Burrow retired from the Tracy Unified School District in Tracy, Calif., after 37 years of employment, most recently as a counselor and co-director of a four-year-old magnet school. This summer, she moved to Knoxville to be near her son and his family. **Marilyn Davis Tully** is a nine-year breast cancer survivor, she writes, "thanks to God and [the University of Texas M.D. Anderson Cancer Center.]"

'69 After 36 years as a physical education specialist, **Robert Dugan, Jr.**, retired from the Duval County (Fla.) School System. After more than two years at MC, **Joseph Stevens** departed to join the Army and fly helicopters. He spent the next 25 years doing just that, eventually becoming a maintenance test pilot and traveling the world. Now he works as a contractor in acquisition and logistics management for Dynamics Research Corporation.

'70 Anne Elam De'Ah and her husband **Malcolm** live in Harrow, England. She worked as a personal assistant to three senior managers in the Global Strategic Marketing at Bayer Healthcare until last October when the department relocated to Germany. In February 2005, she joined Xerox (UK) Ltd., as a personal assistant to the director of office business. **Ann Prewett Harris** was named vice president of human resources for Nashville-based Louisiana-Pacific Corporation. In her new role, Harris will be responsible for all human resources functions and will be a member of LP's senior management team. **Margaret Myers Zimmerman** teaches intensive reading classes for grades 6-8, was elected



Evelyn Brackbill Jarrett '62 accompanied a Presbyterian Women's Pilgrimage to Guatemala in November 2004. While there, she reconnected with **Ellen Dozier '62**, who is a PC(USA) minister and mission co-worker in the Central American country.



Mary Louise Gross Davis '74 (second from left) and **Barbara Baker Burri '72**, friends since childhood, attended the First Lady's Luncheon in Washington, D.C. on May 19 and enjoyed a photo op with Laura Bush and Lynne Cheney. Davis currently resides in Clifton, Va.; Burri resides in Jackson, Wyo.

second vice president of the Marion County (Fla.) Education Association until 2007, and owns her own marketing company. Her website is: shape-upwithhanna.com.

'71 Carol Christofferson has been appointed as the new director of development for the Princeton-Blairstown Center. The center strives to promote positive change in the lives of underserved urban youth in partnership with their families, Princeton University and community organizations. **Carolyn Clark White** is among the 20 most influential women in healthcare, according to Crain's Chicago Business. For 12 years, she has been the chief operating officer of Fox Valley Medicine in Batavia, Ill. **Jim Showalter** is in his 17th year as the sole history teacher at Langston University, a school of 2,000 students in Oklahoma. His older son is enrolled at Swarthmore and his younger son is in high school. He writes: "I keep busy ... I research the 1920s Klan in Oklahoma, rebuild my 1920s bungalow, enjoy my sons and three cats and dream of eventually living in the intermountain West." **Ana Tampanna** made two presentations at the 19th biennial La Leche League International Conference in July. As a motivational speaker and author of such works as *The Womanly Art of Alligator Wrestling*, Ana uses analogous alligators to talk about the real issues women face. Visit alligatorqueen.com for more information.

'72 On May 20, **Lindy Harris Bruggink** was present for the unveiling of her portrait of Chief Judge Paul Michael of the U.S. Court of Appeals for the federal circuit in a newly renovated courtroom in Washington, D.C. **James Buxton** and wife **Patricia Marshall Buxton '73** are still employed by the San Diego City Schools in California. He is music director and Deaf/hard of hearing specialist itinerant for two high schools, while Patricia works in a secondary level alternative education program for Chula Vista Schools. Their son graduated from college this year and helped organize a non-profit mime troupe. They are very active in "The Living Word Fellowship" of churches. **Warren Gaughan** was recently featured in the alumni magazine of Warren Wilson College in North Carolina, where he has taught music for 30 years.

'73 Larry Fyre was named the chief of academic operations for the Drug Enforcement Administration Training Academy in Quantico, Va.

'74 Robert Millner retired from teaching music in Independence, Mo., but after relocating to Nokomis, Fla., he now teaches K-5 music in the Sarasota School System. He continues to play trumpet professionally in the Venice Concert Band. **Judson Stone** started working as a full-time chaplain for First Rate Inc., in Arlington, Texas, after 26 years as a pastor in Maine. He and wife Jan celebrated 26 years of marriage this year. **BIRTH: John Gossett** and wife Megan, a son, Lealand Cooper, May 12.

'75 Kathy Royal Wassum is a music mentor for a Title One Grant Group in the Orange County (Fla.) Public School District. The grant is sponsored by the University of Central Florida. Son Marc recently received a scholarship to Mars Hill College in North Carolina. **MEMORIAM: Thomas Barber**, Aug. 22, in Hendersonville, Tenn. Earning advanced degrees in chemistry from Vanderbilt and the University of Tennessee, he worked for DuPont for 15 years as a new product development research engineer. Currently, five

patents list Tom as the inventor. Survivors include wife Janis, two children, two stepchildren, one sister, two brothers and his mother.

'76 Elizabeth Haemmel is teaching paralegal courses at Maric College in Sacramento, Calif., since June 2004. **Mark Herman** is the director of museum education at the Midway Village & Museum Center, a 137-acre museum complex in Rockford, Ill. He and his family live in Oregon, Ill., where he is a member of the city planning commission and a radio announcer for local high-school sports teams.

'77 Keith Goodwin and wife **Annalisa Mongoven Goodwin '79**

have moved back to Athens, Ga., and now have four children, ages 8 to 19. They are very active in their church's adoption ministry, and Lisa is the India adoption coordinator for HOPE for Children in Atlanta. The Goodwins traveled to India last year to meet daughter Elizabeth.

'78 Karen Amos Nicholson moved to her family farm in Loudon, Tenn. Son Chase Malone graduated summa cum laude from the University of Tennessee in December. **MARRIAGE: Karen Amos** to Darrell Nicholson, Nov. 22, 2004.

'79 Barbara Kees Remy recently took a position with USI

Class of 2009 includes 12 legacies

It was a good year for recruitment of legacies, according to Maryville College Assistant Vice President Ned Willard.

Legacies, the children or grandchildren of Maryville College alumni, may qualify for the Maryville College Legacy Award, which is worth up to \$2,500 per academic year.

In all, 12 members of the Class of 2009 with legacy status are enrolled. They include: Emily Armstrong, daughter of **Beth Armstrong '96**; Samuel Banfield, son of **Tom '79** and **Kathy Bushing Banfield '76** and the grandson of **Arthur Bushing '43** and **Dorothy Barber Bushing '42**; Taylor Bates-Rogers, grandson of **Peggy Graham Bates '56**; Megan Bledsoe, daughter of **Sue Sullivan Bledsoe '69**; William "Trey" Brewer, son of **Bill Brewer '78**; Lyndley Davies, daughter of **Charles Davies '69**; Krista Hilzinger, daughter of **Kathy Burns Hilzinger '76**; Amy Howell, daughter of **Cathy Bates Shockley '73**; Wesley Love, grandson of **Barbara McNiell Handley '51** and the late **George Handley '50**; Andi Morrow, granddaughter of the late **J. Defoe Pemberton '27**; Robert "Bradley" Robinson, grandson of **Bill '52** and **Mildred Cooper Robinson '53**; and Phillip Smith, grandson of **Richard Gossweiler '63**.



Legacies enrolled in the Class of 2009 include (top row, l-r) **Bradley Robinson**, **Taylor Bates-Rogers**, **Wesley Love**; (bottom row, l-r) **Samuel Banfield**, **Krista Hilzinger**, **Lyndley Davies**, **Emily Armstrong** and **Trey Brewer**. Not pictured: **Megan Bledsoe**, **Amy Howell**, **Andi Morrow** and **Phillip Smith**.



(L-R) Steve Sipple '85, John Taylor '91, Frank Fisch '84, Ben Hornsby '85 and Greg Driver '84 met Bruce Pettit '84 and David Raulerson '84 in Memphis in April to rekindle friendships, relive Maryville memories and get mentally and physically prepared to run

for breast cancer research. "All members performed admirably after tireless hours of preparation, with Steve 'Ironman' Sipple leading the charge," David wrote. The group is planning to make this run an annual event and invite other alumni to join in. Different locations are being discussed.

Insurance Services in New York as a senior benefits consultant. She welcomed a new grandson, Colin Michael Gentile, in September. **MARRIAGE:** Debbie D'Alessio to Jack Schryver, July 2.

'80 Ruth Allen-Demery graduated from the North Carolina Central University Law School. Junichi Kasuya transferred from Abu Dhabi, U.A.E., to Tokyo in December. He is a project manager for Middle East operations for Idemitsu Kosan Co., Ltd.

'81 Linda Wiley has moved to Spartanburg, S.C. Her company, Homestead Hotels, recently purchased several other hotel companies, and she now oversees the operations, training, standards and risk management for 670 properties across the U.S. Bruce Wilson, a fifth-grade special education teacher in the New York City public schools, was awarded an IMPACT II Ready-Set-Tech Grants – one of only 12 given to city school teachers this year. The grant recognizes curriculum work, creativity and innovation in the classroom in order to improve student achievement.

'82 Anita Baker and her family have moved to Brasschaat, Belgium, for one year. Debra Nason Hester and husband Mike Hester '83 have sent their oldest child to college. Debbie is a sign language interpreter for the Hamilton School District in New Jersey, and Mike is a production manager of a chemical plant.

'83 Duran Williams, principal of Cosby High School, is currently serving as the East Tennessee Administrator on the Tennessee Education Association's Board of Directors, and he chairs the TEA's Administrators Task Force. He has decided to run for the Tennessee Senate.

'84 Linda Trostle Culver obtained her NAADAC (national) Master Addiction Counselor Certification this past spring and joined the staff of the Samaritan Counseling Center in Munster, Ind., in August. Melba Petree Roberts has returned to William Blount High School in Maryville, named to the assistant principal position this summer. **MARRIAGE:** Linda Trostle to Lyn Culver, Nov. 27, 2004.

Bryan McFarland '83 has released a CD of original songs entitled "Way" (Sassafrasongs 2004). A review of the CD in *Presbyterians Today* said that it "refreshes with acoustics and poetic lyrics. Sometimes relaxing and sometimes spunky, this PCUSA minister will move you to thankfulness – one of Calvin's great themes – with his songs about relationships, children and prayer." Visit www.bryanfield.net to hear samples.



'85 Laurel Woodhull Severson and her family have moved to Alabama. Husband Bill was offered a position at the Southern Research Institute, and she has chosen to stay at home with their 2-year-old son. **Robin Simmons Vann** is now a teacher assistant in the Maryville City Schools.

'86 Ronnie Ramsey is a millwork manager for Anderson Lumber Company in Alcoa. **BIRTH:** Patrick Foster and wife Lynn, a son, Andrew Quinn, April 22.

'87 Margaret Fraelich was a featured exhibitor in the fall (2004) Ft. Worth Arts Google. A research chemist with Fresnel Technologies, Inc., she is currently pursuing a program on producing and characterizing micro-structured optics. When not in the lab, she is restoring a home in the Fairmount National Historic District and preparing for the next Arts Google. **Christopher Lilley** has become a LEED accredited professional with the U.S. Green Building Council, which demonstrates knowledge of environmentally sustainable construction practices.

'88 Julie Dodd Ramsey is now a senior accountant in Maryville College's Business Office.

'89 M. Leigh Emery Shearin is well on her way to earning an associate's degree in culinary technology, but already she has been hired as head chef of in-house catering and distribution for the Carolina Mudcats, the farm team for the Florida Marlins. She and her family live near Raleigh, N.C. **BIRTH:** Christian Kaijser and wife Julie, a son, Johan Marshall Christian, Oct. 27, 2004.

'90 Jesse Robinette was named principal of Blount County's Heritage Middle School this summer. Previously, he was principal at Alcoa High School.

'92 Leslie Henry Crawford graduated from Lee University in July with a master's degree in biblical studies. She and her family are living in Alpharetta, Ga., where she teaches high-school biology and environmental science and is

assistant coach of the JV volleyball team at Wesleyan School.

MARRIAGES: Andrew Cole to Djalvina Angelica Rocha, Aug. 28, 2004. **Melissa Pankake** to Thomas Wooten, May 7.

BIRTHS: Leslie Henry Crawford and husband Joey, a daughter, Charli Ann, June 5, 2004. **Heather Newell Poirier** and husband Jacques, a son, Jacob Richard, April 18.

'93 A poetry collection by S. Beth Bishop, *Shouldering Zero*, is scheduled to be published by Custom Words/Word Tech next fall. Beth is an adjunct instructor at the University of Memphis/Memphis College of Art. In May, **Tom Friend** returned from a 13-month deployment in Afghanistan. Tom is a supply sergeant with the Army. **W. Chris Jones** is a cyclotron test and installation engineer for Siemens Molecular Imaging. He lives in Niota, Tenn. **Scott Porter** was promoted from assistant principal to principal at Alcoa High School this summer.

BIRTHS: Laura Connelly and husband Rob Riehl, a daughter, Ella Rose, March 28. **Don Evon** and wife Wendy Ellis Evon '96, a son, Wesley Ellis, July 27. **W. Chris Jones** and wife Darci, a son William Christopher, June 2. **Tina Brantley Parton** and husband Greg, a daughter, Carly Grace, Jan. 19. **Tony Wolfenbarger** and wife Emily St. Clair Wolfenbarger, a son, Caleb Timothy, Jan. 5.

'94 **MARRIAGE:** Lynn Frye to Donald Vondrak, July 13, 2002. **BIRTHS:** Gina Davis Berman and husband Drew, a son, Joshua David, May 5. **April Millsaps Gonzalez** and husband Miguel, a son, Paul Miguel, Jan. 21.

'95 Amy Lee Baggett recently won a merit award at the Seattle Design Show. She and husband Kip moved to Decatur, Ga. **Eric Beard** is currently completing his M.B.A. at Charleston Southern University in South Carolina. **Andrea Cochran** obtained a master's degree in school counseling from Lindenwood (Mo.) University. **Lisa Hensley Gonzalez** and husband Juan have relocated to San Antonio, Texas, where she is working as an HR specialist with



S. Keith Hackney '94 and wife **Tina Walker Hackney '94**, twins, Cade Tanner and Claire Tatum, May 28.

Alliance Capital Management. **Aimee Shoun Morales** is a U.S. Air Force Medical Service Corps Officer (in hospital administration). She and her husband live in Biloxi, Miss. **Brian Prather** earned an M.F.A. in scenic design from Brandeis University. **BIRTHS:** **Ron Silver** and wife Lee Ann, a son, Ron Lee, Jr., June 27. **Stephanie Fugate Teague** and husband Kirby, a son, Calvin English, July 15.

'96 Patrick Murphy is a lecturer in Spanish at Vanderbilt University in Nashville. **Christopher Noe** is currently working on an M.B.A. (concentration in leadership) at Argosy University in Tampa, Fla. **Julia Cain Phillippi** was honored with the Kitty Ernst Award at the annual meeting of the American College of Nurse-Midwives, held June 11 in Washington, D.C. The award, which is one of the two highest honors given by the

organization, recognizes an outstanding member who has been certified for less than 10 years.

Eisha Neely Prather is working as a children's services librarian for Cambridge Public Library in Massachusetts and is pursuing an M.L.I.S. from Simmons College.

Kevin Turner is now practicing medicine with Vandergriff Family Practice in Maryville.

BIRTHS: **Shelly Johnson Kelly** and husband Kevin, a daughter, Olivia Nicole, Sept. 3, 2004. **Patrick Murphy** and wife **Grace King Murphy '97**, a daughter, Emma Katherine, Dec. 2, 2004.

'97 Keli Stewart joined the downtown Nashville law office of Bass, Berry & Sims, PLC, and will work in the firm's litigation practice area.

BIRTHS: **Allison Pryor Kelly** and husband **Grant Kelly '98**, a daughter, Grace Anderson, Feb. 15.

'98 Karen Taylor Chambers earned her M.B.A. degree from Norwich (Vt.) University in June. In May, **Mark Fugate** was named director of information technology at Maryville College.

MARRIAGE: **Mark Fugate** to **Laurien Stephens '04**, May 7.

'99 Landon Coleman is employed with Anderson Lumber Company in Alcoa. **MARRIAGES:** **Kristen Arwood** to **Martin Toth**, May 28. **Landon Coleman** to **Kristin Calkin '02**, Jan. 29.

BIRTH: **Jennifer Jackson Howe** and husband Steven, a son, Jackson Elliott, Feb. 21.

'00 Linzy Brakefield is currently working on a master's degree in environmental engineering at Auburn University. **Jessica DeNoyelles** is in her third year of nursing school at the University of Cincinnati. She plans to enter the forensic nursing field. **April Bright Eichholtz** has relocated to Charlotte, N.C., and is working as a fifth- and sixth-grade teacher for Branch Christian Academy. **Folami Ford** graduated with a master's degree from Gallaudet University's interpreting program in May. She works there full-time as a staff interpreter. **Justin Leslie** is currently serving in Afghanistan with

the Florida Army National Guard. **Janel Beckley McLean** graduated in 2003 with a master's degree in environmental toxicology. She is now working toward a doctorate in bioanalytical chemistry at Texas A&M. **Brian Sandlin** has taken a position as an engineer at Thermo Electron Company in Brentwood, Tenn. **Melanie Shepherd** has been the manager of Egwani Farms Golf Course in Rockford, Tenn., for five years. In between work and golf, she has traveled abroad and worked toward a master's degree in school counseling at Lincoln Memorial University. **Anuj Suri** is in his fourth year of medical school at the University of Tennessee-Memphis. **Maxim Williams** was recently selected as vice president of Telios Corporation, an executive coaching and organizational consulting firm located in Southern California. His clients include the San Diego Airport. Max is completing his last year of a Ph.D. consulting psychology program.

MARRIAGE: **Janel Beckley** to **John McLean**, Jan. 8.

BIRTH: **Claude Callicott** and wife **Lee Ann Leeper Callicott**, a daughter, Sarah Beth, Nov. 2, 2004. **Melissa S. Walker Stiller** and husband Eric, twin sons, Dylan Joseph and Logan Dominic, July 13.

'01 Scott Fox was recently promoted to personal banking officer of MBNA America, working out of the bank's mid-Atlantic regional office in Baltimore, Md. **Leah Ford Groveman** lives in Gaithersburg, Md., and is a research associate with the Institute for Genomic Research. **R. Vince Ingle** graduated from the University of Tennessee College of Dentistry and has assumed the private dental practice of the retiring Stephen Ray at Blount Laser Dentistry in Maryville. **Emily Robbins King** and her family recently bought their first home in Corydon, Ind., about 20 minutes from Louisville, Ky. **Erin Russell McCarty** recently received the Rising Young Professional Award for 2005 from the Knoxville chapter of the Public Relations Society of America (PRSA). After four years of teach-

Betsey Perry '01 wed **Brandon Rodgers**, June 11, at Saints Peter & Paul Catholic Church in Chattanooga. **Eleanor Peebles '01** was a soloist in the ceremony.



ing, **Nikki Noto** is now building her own business as a real estate consultant with Keller Williams Realty. She enjoys helping clients buy and sell homes in the Atlanta area. **Melanie Pohl** graduated in December with a master's degree in medical science from Emory University in Georgia. She is now a physician assistant in emergency medicine in Atlanta. **Betsey Perry Rogers** is now a teacher at the Virginia Tech Child Development Center in Blacksburg, Va. **Scott Slatton** passed the Alabama Bar exam in February and is now an associate with the law firm of Jackson, Mays & McNutt in Haleyville, Ala. **Ashley Watson** is an alternative instructor through the Ithaca City School District in New York. She has also accepted a position as a professor for the Summer Institute for incoming freshmen at Ithaca College. **Cody York** is enrolled in the political management program of George Washington University in Washington, D.C. He plans to finish his degree next May.

MARRIAGES: **Stacy O'Dell** to **John W. Hill II**, June 11. **Leah Ford** to **Israel Groveman**, May 14.

'02 Catherine Ashe has completed her first year at UT's College of Veterinary Medicine. She is president of her class and active in several organizations, including the Equine Club and the Avian, Wildlife and Exotics Club. **Kristin Calkin Coleman** is employed as an office manager for Scotty Bailes Builder. She and husband **Landon Coleman '99** live in Alcoa. **Cherie DuBois** graduated from the University of Tennessee College of Law in May. **Jesse Friedrich** lives in Maryville and is an auditor with Clayton Homes. **Christina Sharp Kinnetz** is a registered nurse, working in the infants/toddlers unit at Johns Hopkins Hospital. **Josh Kinnetz** teaches U.S. history and coaches the girls soccer team at Watkins Mill High School in Maryland. **David Ruble** is enrolled



Ashley Edwards '99 wed **Kyle Hayes**, Feb. 1, on Mt. Puku in New Zealand.

Edwina Booth Merritt '03 and Sam Caylor '03 were each featured in the Spring 2005 issue of the University of Tennessee's College of Engineering (COE) newsletter.

Edwina, who studied civil engineer-

ing, graduated with the highest GPA in the college for the fall 2004 class. Sam is working with a team of students developing computer chips for NASA that may some day travel to Mars. Both Edwina and Sam enrolled at UT as part of a dual-degree arrangement between MC and the university.



in a master's degree program in environmental education at Antioch New England Graduate School in Keene, N.H. **Leah Anderson Sandlin** has taken a position in public relations at St. Thomas Health Services in Nashville, Tenn. She is also taking courses in nutrition at Middle Tennessee State University. **Leigh Williams** graduated from the University of Tennessee in May with a master's degree in clinical social work. She is now employed as a therapist with Helen Ross McNabb CenterPoint, a substance abuse and addictions treatment facility.

MARRIAGES: **Stephanie Bivens** to Matthew Burr, Aug. 16. **Jesse Friedrich** to Stasi Estep, Nov. 27, 2004. **Allyson Pierce** to **James Dunbar**, April 9.

'03 **Amanda Baker** has spent the last year in New Zealand, Australia and the South Pacific Islands, working as a missionary with Youth with a Mission. The ministry recently sent her to Brazil. **Barbara Cooper** bought a home in Raymond, N.H., and is the social recreation director for Boys & Girls Club of Greater Nashua. **Rebecca Evans-Dennison** is a third-year law student at Hamline University in Minnesota. She is a volunteer and member of the board of the Minnesota Justice Foundation. **Kristen Wright Heffern** recently graduated summa cum laude from East Tennessee State University

with her master's degree in communications and public relations. She is the director of marketing for Fort Henry Mall in Kingsport, Tenn. **Jessie Melton Kinsey** graduated with a master's degree in social work from the University of Tennessee. She is currently employed as community director of The Heart Remembers Inc., an assisted living facility that specializes in Alzheimer's and dementia care. **Jessica Lambert** started the master's degree program in environmental science at the University of West Florida. She is living on Pensacola Beach. **Lisa Ritter** earned her master's degree in education from the University of Tennessee in July. She is teaching geometry and coaching the volleyball and softball teams at Lenoir City High School. **Ben Robison** is studying for his master's degree in nuclear engineering at the University of Tennessee. **Ben Wicker** is the residence life coordinator at Mercer University in Georgia. **Sherry Williams** was awarded a graduate assistantship for 2005-2006 in the University of Tennessee's Religious Studies Department. In March, she attended the 19th Congress for the International Association for the History of Religion in Tokyo, Japan.

MARRIAGES: **Gisele Compos L. Prado** to **Adelmo Nunes Santos, Jr.**, March 19. **Jessie Melton** to **Paul Kinsey**, July 2. **J. Andy Nelson** to **Lindsay**, March 26. **Ben**

Robison to **Kristin Walker**, June 18. **Leslie Talbott** to **Joshua Tummel**, May 14. **Katie Wagner** to **Mark Dowlen**, June 11.

BIRTH: **Valerie Brown Mulligan** and husband **Scott**, a daughter, **Emma Kathryn**, April 4.

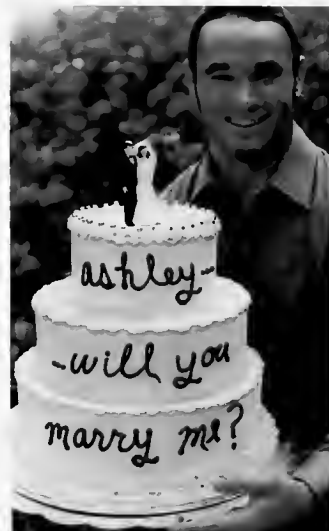
'04 **Josh Collins** is an internal auditor with Ruby Tuesday, Inc. **Jamey Cook** has settled into life in Chapel Hill, N.C., where she is enrolled in graduate school and has a teaching assistantship in the Spanish department. **Allyson Finck** is the orchestra instructor for Oak Ridge Schools and a private strings instructor. It was incorrectly reported in the Summer 2005 FOCUS issue that **Brandi Hill** and **Nick Smith '03** were married Oct. 15, 2004. Their wedding date was actually set for Oct. 15, 2005.

Christie Latimer is a development specialist with the American Heart Association in Knoxville. **Chad Lussier** lives in Franklin, Tenn., and is a financial advisor with Horace Mann Investors. Last year, **Jamie Dewayne Martin** was hired as a loan auditor for 21st Mortgage in Knoxville. She was recently promoted to jr. land/home coordinator. **Jason Proffitt** lives in Knoxville and is pursuing a master's degree in curriculum and instruction at Lincoln Memorial University. **Amy Norris Tindell** is a second-grade teacher at Mt. Olive Elementary School in Knoxville. **Brandon Tindell** works for the Knoxville Utilities Board.

MARRIAGES: **Josh Collins** to **Stephanie Faust '05**, July 9.

Rebecca Poremsky to **Bryan Schmakel**, Dec. 18, 2004. **Amanda Winn** to **Kevin Painter**, May 21.

BIRTH: **Jennifer Martin New** and husband **David**, a son, **Jackson Coy**, May 1.



The wedding of **J. Blair King '05** and his fiancée was featured in the July 2005 issue of *Glamour*. The short article was a follow-up to Blair's September 2003 appearance in the magazine, in which he proposed to his girlfriend.

'05 **Courtney Bartlett** is a teacher with Knox County (Tenn.) Schools. **Stephanie Faust Collins** teaches second grade at John Sevier Elementary in Maryville. **Rachael Jones** is now employed with HGTV in Knoxville. **Sonja Hanchar** spent the summer in Smolyan, Bulgaria, with a theatre collective. Returning to the U.S. briefly, she left Sept. 27 for a six-month stay in Dreux, France. She is teaching English conversation skills to middle-school children. **Sarah Stewart** is a bookkeeper for Sea Ray of Knoxville. **MARRIAGE:** **J. Blair King** to **Ashley Miller**, July 16. MC

Jasmina Tumbas '05 was named a recipient of a Jack Kent Cooke Foundation award to aid with graduate study expenses. Tumbas, one of 76 new recipients of the foundation's graduate and professional scholarships, was chosen after a nationwide selection process that drew 1,290 nominees from more than 600 colleges and universities across the country. Each scholarship is worth up to \$300,000. She is attending Savannah College of Art and Design in Georgia.



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Admissions Office Open House Dates for 2006: February 4, September 30 and November 11.

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For JIM MARVIN '50, a cost accountant who later answered a call to the ministry, establishing a charitable gift annuity with Maryville College appealed to both his head and his heart.

JIM AND HIS wife Shirley joined the Society of 1819 in 1997, when they notified the Office of Advancement that the College was in their will. Later, they changed their estate plans to include three deferred gift annuities with Maryville College. "We've been blessed," Jim said recently. "We feel the Lord has provided for our needs, and financially supporting the College is one way of giving thanks for what we've received."

A charitable gift annuity offers an immediate income tax charitable deduction and benefits that allow for a large part of the annuity payment to be free of income tax. As a result, the gift will usually provide more spendable income. Gift annuities can be prepared to provide an immediate stream of income to its donors or to postpone payments to work in conjunction with retirement plans. The annuities come after years of faithful support from the Marvins, who have faithfully tithed their income to support churches and church-related institutions.

When asked why he supports the College, Jim said he first wanted to repay the school for how it had positively impacted his life. "Second, we wanted to thank the College for the education our daughter [**Bonny Marvin White '76**] received," he continued. "We've also seen what the College is doing now – with enrollment and improvements in facilities – and have been impressed with the students we've talked with on campus visits. These students show such maturity and express such warm feelings for the College."

Fans of Gerald W. Gibson, the Marvins said they've also been impressed with communications they've had with the president during his travels to Florida, where the couple lives. "Dr. Gibson talks about the future, and has done a lot to strengthen the church-college ties," Jim said. "That piece was missing for a while."

Jim hopes his support will enable other young peo-

ple to enroll at Maryville and have the life-changing experience he did. At 5-foot-6 and 120 pounds, he came to Maryville College from western Pennsylvania in 1946 knowing mostly work. An introvert in high school, he was not a member of any athletic team, club or musical group. But in his first week on Maryville's campus, he was invited to wrestle, and with the help of three other students, he soon made the varsity team. Wrestling Coach J.D. Davis was among the most influential persons in his life.

Although what he received at Maryville College is priceless, Jim knows that today, the total learning experience offered at Maryville College doesn't come without costs. That's another reason he and Shirley give.

"When I came to Maryville College, I had saved \$1,200, working for 50 cents an hour. That was more than enough to cover my tuition, room and board and books while I was there," Jim said. "It's impossible to think that students today could work and save enough to pay for a college education on their own. Financial aid, though, makes it possible."

And with their gifts to the College, the Marvins and others like them are making life-changing experiences possible for future generations.

*For more information about gift annuities or the Society of 1819, please fill out the bottom reply card facing this page or contact **Diana Canacaris '02** at 865.981.8198 or diana.canacaris@maryvillecollege.edu.*



*The Marvins:
Shirley and Jim.*

WHAT MEMORIES DO THESE PHOTOGRAPHS OF ANDERSON HALL BRING TO MIND?



Struggling through an Ethics course? ... Visiting with a favorite faculty member?... Standing in line for student aid? ... Meeting a spouse for the first time? ... Being called to the president's office? ...

ANDERSON HALL has served administrators, faculty, staff and students for more than 135 years. What are your memories of this MC icon? We'd love to have them for the next issue of FOCUS! Please write and send your stories (before Feb. 28, 2006) to: Office of Communications, Maryville College, 502 E. Lamar Alexander Pky., Maryville, TN 37804 or e-mail them to, karen.eldridge@maryvillecollege.edu.



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